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ABSTRACT

Designed for students enrolled in LaGuardia Community College's (LCC's) Cooperative Education Preparation class, this workbook contains readings, written assignments, and in-class activities which prepare the students to participate in internships. The workbook provides materials corresponding to the following class sections: (1) Understanding Cooperative Education, which introduces students to the basic concepts and objectives of cooperative education and to the course; (2) Looking at Your Life Accomplishments, in which students examine personal achievements; (3) Identifying Your Skills, which provides exercises to assist students in conducting a Personal Skills Inventory; (4) Writing Your Resume; (5) Knowing Your Needs (Values), which deals with economic, social, and ego needs; (6) Learning about Career Fields; (7) Setting Personal Objectives for Your Internship; (8) Preparing for an Employment Interview; (9) Practicing Your Interviewing Skills; and (10) Looking Ahead, which discusses the placement process and cooperative education. (LAL)

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STUDENT WORKBOOK

FOR

COOPERATIVE EDUCATION PREPARATION

A REQUIRED COURSE FOR LAGUARDIA STUDENTS PRIOR TO THEIR FIRST INTERNSHIP

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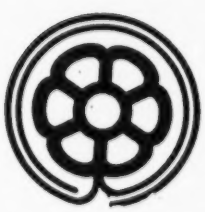

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STUDENT WORKBOOK

FOR

COOPERATIVE EDUCATION PREPARATION

A REQUIRED COURSE FOR LAGUARDIA STUDENTS
PRIOR TO THEIR FIRST INTERNSHIP

by

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JANUARY 1986

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SESSION 1: UNDERSTANDING COOPERATIVE EDUCATION

You probably have some ideas about Cooperative Education right now. Most students hear about Coop from friends, classmates, and instructors. In your Freshman Seminar, you were given an orientation to Coop by a Student Services counselor. And yet, we often find that students don't really get all of the facts straight until they are sitting where you are -- in a Coop Prep course. Perhaps Coop becomes more real as the time to prepare for your first internship draws near.

A Word About This Course

Students often tell us that Coop Prep involves a great deal of work in a short period of time. It's true. There are several important topics which this course will cover, and we will only meet ten times. Therefore, we have tried to arrange the course in such a way that you will be able to prepare and complete your work effectively. All of the reading and written assignments, as well as the activities you will conduct in-class, are contained in this workbook. You should bring your Workbook to each session of Coop Prep.

Those of you who have taken any of the Communication strategies courses at LaGuardia (HUC 089, 099, 101) will recognize some of the learning methods we will use in Coop Prep. Reading assignments will be given following each session, so that you arrive prepared for the next session.

In order to help you focus on the main points of these assignments, Guide Statements have been developed. Guide Statements ask you to provide information about what you have read. You should respond to those statements in your own words, upon completion of the reading. Your Coop Prep instructor may collect your responses from time to time.

The term preview will be found in the Guide Statements and in a number of sessions. Previewing means to skim the material, for its main points, rather than read it completely.

If you have any questions or concerns about this course, you should speak to your Coop Prep instructor immediately. Record the following information for future reference:

NAME OF COOP PREP INSTRUCTOR:_____

ROOM NUMBER:_____TELEPHONE:_____

IN-CLASS ACTIVITIES FOR SESSION I

In this session you will have the opportunity to clarify your understanding of Coop at LaGuardia. Your instructor will lead a discussion on the objectives, procedures, and requirements of Coop. There will be an opportunity for you to ask any questions you might have. A reading assignment will reinforce the discussion, and provide you with a handy reference guide for Coop terms and practices. Finally, you will be expected to demonstrate a basic understanding of the Coop program by answering questions based on today's discussion on your reading.

Before continuing, complete the Simulated Interview Appointment Form on the following page. Your instructor will explain the reason for this schedule, and the purpose of the Simulated Interview, which is a required part of this course.

After you have completed the form, read the following section entitled, What Is Cooperative Education?

SIMULATED INTERVIEW APPOINTMENT FORM

NAME _____
(PLEASE PRINT)

CO-OP PREP INSTRUCTOR _____

Dear Student:

Please mark an "X" in every box in which you have a scheduled class. You will then be scheduled for a simulated interview that will not conflict with any classes. Be sure to return this form to your instructor.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 to 9:10					
9:20 to 10:30					
10:40 to 11:50					
12:00 to 1:10					
1:20 to 2:30					
2:40 to 3:50					

PLEASE BRING THIS FORM WITH YOU WHEN YOU TAKE YOUR INTERVIEW.

YOUR APPOINTMENT IS: _____

DATE: _____

TIME: _____

EVENING

SIMULATED INTERVIEW APPOINTMENT FORM

NAME _____
(PLEASE PRINT)

CO-OP PREP INSTRUCTOR _____

Dear Student:

Please mark an "X" in every box in which you have a scheduled class. You will then be scheduled for a simulated interview that will not conflict with any classes. Be sure to return this form to your instructor.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:30 pm to 4:00 pm					
4:00 pm to 4:30 pm					
4:30 pm to 5:00 pm					
5:00 pm to 5;30 pm					
5:30 pm to 6:00 pm					
6;00 pm to 6:30 pm					
6:30 pm to 7:00 pm					

PLEASE BRING THIS FORM WITH YOU TO YOUR INTERVIEW.

YOUR APPOINTMENT IS: _____

DATE: _____

TIME: _____

NOTE: This schedule should only be used by those students who are employed during the day and cannot make alternate arrangements in advance with their employers. Speak with your Coop Prep instructor if you have any questions about your Interview Schedule.

WHAT IS COOPERATIVE EDUCATION?

Welcome to Your Coop Prep Course and the Cooperative Education Program at LaGuardia Community College

Cooperative Education at LaGuardia is a unique program which gives you the opportunity to temporarily leave the classroom and enter the work world as part of your college education. Like many LaGuardia students, you may have already had previous work experience before you entered college. You might even have a part-time job right now. Because of this work experience, you might be wondering what is so special about a college program which focuses on work? There are three special features: internships, the T.A.R. approach, and a program with you in mind.

1. One special feature of cooperative education is the opportunity you have for learning about your skills, your classroom concepts, and different career choices through work experiences called INTERNSHIPS.

Internships are full-time work experiences lasting an entire academic quarter (approximately 13 weeks). In general, if you are a full-time matriculated day student, you will be required to complete three internships in order to earn your college degree. For each internship, you will earn a grade and three credits. Therefore, the coop program is worth 9 credits towards your degree.

When you are on your internship, you will be responsible for meeting the demands of your supervisor, just like any other worker. Your work tasks and your work schedule might be

identical to the worker sitting next to you. But there is an important difference: we call your experience an INTERNSHIP while your co-worker is working at a job.

What Are the Differences Between Internships and "Regular Jobs?"

For many of us, jobs are viewed as nothing more than the actual work we do. The organizations we work for expect us to accomplish certain tasks which they have defined. Though an internship is also a job, it has an important added feature -- it is used to obtain educational objectives. An internship provides you with a new and different way of looking at your work experience.

Internships Are Part of an Educational Program

The main purpose of each job you have held in the past was probably to earn money. the main purpose behind each internship is to learn from work experience. Internships offer you opportunities to:

-- explore different career fields or to make sure the career you have chosen is right for you;

-- observe how concepts you learned in the classroom apply to the real work situations;

-- practice or strengthen interpersonal and technical skills.

Internships Focus on Career Choice

For most people, job-hunting means going after any job opportunity available. They usually do not have the luxury of looking over a number of job possibilities and selecting one that is suited to their career plans.

In this Coop Prep class you will find there are a number of internships from which you can choose. You will be guided in analyzing your skills and determining your personal objectives. With the help of a Coop Advisor (the faculty member from the Division of Cooperative Education who teaches your Coop Prep class) you will select an internship that is suitable for you. Your Coop Advisor will advise you about the suitability of your choices and the availability of particular internships.

Internships vary greatly in the types of experiences they offer students. They reflect the many different types of work available and the varied career interests of students. You can be an intern in a large corporation or a small community center. Some internships are exciting because of the people you meet. Others are challenging because of the responsibilities you might have to handle. You might earn a salary on your internship or you might volunteer in order to gain a special kind of experience in a career field you wish to explore. We have listed some examples of internships to give you an idea of the great variety available:

Continental Group, Inc. - 633 Third Avenue, N.Y.C.

ACCOUNTING TRAINEE/BANK RECONCILIATION CLERK.

Duties of intern include: reconciliation of a total of 50 bank (checking) accounts each month (ten of the accounts are very active with one of them involving 150 checks daily); daily contact with Treasure's Office (Cashier) to discuss and/or resolve problems with bank accounts; matching bank receipts, debits and credits with cash book entries; on occasion preparing reports for the chief accountant. Intern will have an opportunity to observe the details involved in documentation flow. Furthermore, career opportunities in a large corporation for students majoring in Accounting. Firm is an international packaging manufacturer. (WEIGEL)

National Westminster Bank, Ltd. 100 Wall street NY 10005

SETTLEMENTS CLERK. Intern will be mainly responsible for the clerical functions required to confirm the purchases and sales of foreign currency for this fast growing international bank. Will also use a data input terminal. While the duties are routine, they are very important to the department's overall operation. Intern should have an interest in banking, good figure aptitude and the ability to work under pressure. (TURKEL)

Fairchild Publications, Inc. - 7 East 12th Street - N.Y.C.

COPY ASSISTANT. Intern will work under the supervision of the managing editor of Women's Wear Daily, the high quality daily of the fashion industry. Duties will involve mail collection and delivery for staff reporters, preparing copy for deadlines, answering the telephone, and other related duties. The routine nature of the job allows time for special writing assignments that will be criticized, and which is the way many reporters got their start. Job requires a motivated intern who can work without close supervision and whose interest in journalism or writing will provide the energy to derive the many benefits available in this fast-paced atmosphere. (TURKEL)

CUNY Computer Center - 555 West 57th Street, N.Y.C.

COMPUTER OPERATOR TRAINEE. The central university computer center, one of the largest in the country, has two IBM 370/168 computers and an extensive teleprocessing network which connects the computer center to 22 remote facilities. The computer center has set up an organized series of learning experiences for the intern. The first internship experience will expose the intern to the operation of peripheral devices including printers, tape drives and disk drives. The second internship experience will include some console operations. Besides technical experience, interns will be able to observe the service functions of a computer center and the function of management. Ideally, students should complete Computer Operations I before their first internship and Computer Operations II before their second. Flexibility as to work schedule is important. (SARDELL)

Union Carbide Corporation - 270 Park Avenue, N.Y.C.

EXECUTIVE SECRETARY. An Excellent internship for an intern interested in working as a private secretary to one, two, or three top managers in the plastics and chemicals division in the company's corporate headquarters. Duties will include: typing, taking sten, filing, taking phone messages, scheduling appointments, being a receptionist, duplicating, etc. Intern must have 50/90 skills and ability to articulate. A very pleasant environment with an opportunity to utilize and further develop secretarial skills. (WILLIAMS)

Because internships last for specific periods of time (thirteen weeks), you will be able to review your experience after each internship, and plan for your next one. This review and planning process enables you to choose if you wish to change your career direction or continue in the same field.

To help you get the most from your internship experiences, the college has developed a special educational sequence for each internship.

II. Your First Internship Is Part of a special Educational Sequence Called T.A.R.

As you learned in your introductory T.A.R. academic course[1], T.A.R. is an abbreviation which stands for TEACH-APPLY-REINFORCE. The T.A.R. sequence helps you transform your internship setting into a learning experience.

The TEACH component of the T.A.R. sequence is your introductory academic course and Coop Prep. Some concepts in each of these courses have been selected to be T.A.R. concepts because you will be able to observe them in your internship setting. You will be taught an additional T.A.R. concept in Coop Prep.

The APPLY component of the T.A.R. sequence occurs when you are on your internship. You will observe how the T.A.R. concepts you have been taught apply to your work setting. A special workbook will guide you in recording and analyzing your observations.

[1] Introductory T.A.R. academic courses are:
Accounting: Principles of Accounting II
Bilingual Education: Introduction to Bilingualism, The Hispanic Child in an Urban Environment; Principles and Practices of Bilingual Education
Data Processing: Cobol I
Business: Principles of Management
Liberal Arts: Introduction to Social Science
Secretarial Science: Office Techniques and Trends II

The REINFORCE component is the internship seminar. This seminar will meet seven evenings during the quarter while you are on your internship. You will review and discuss your observations in class and reinforce (or strengthen) what you have learned.

III. Your Cooperative Education Experience Will Be Designed With You in Mind

Cooperative Education at LaGuardia strives to be an individualized program. This means that whenever possible, your cooperative education internship will be based on your skills, objectives and career interests. Your experiences might be different from those of your classmates just as your personalities and interests might differ. Your Coop Advisor will guide you in planning a Coop program that works for you. To make sure your Coop experience meets your needs, you will be expected to do the following:

Learn How to Identify Your Own Skills and Work Needs and the Career Areas in Which You Are Interested

In Coop. Prep, you will be guided in taking stock of the skills you already have and the skills you wish to practice or strengthen. (This represents a continuation of the work you began in your Freshman Seminar.) You will do this type of self-exploration before and after each internship. You will discuss your thoughts about your skill development and career goals in meetings with your Coop Advisor.

Set Personal Objectives for Each Internship

Having selected the skills you wish to work on and/or the career areas to explore, you, with the help of your Advisor, will write objectives for your internship. Objectives describe what you wish to accomplish during an internship. By setting your own objectives, you will have one way of evaluating the progress you make on each internship.

With the Assistance of Your Coop Coordinator, You Will Determine When and Where You Will Do Your Internships

Once you have set objectives, you will know what you wish to accomplish on an internship. This knowledge will help you and your Advisor select appropriate internships, subject to availability. It will also help you plan which quarters would be best to take your internships. Your Advisor's judgment is a key factor in both cases.

You Will Be Expected to Take Part in Evaluating Your Performance on Each Internship

Since you have been involved in setting personal objectives and selecting when and where you will do each internship, your Coop Advisor expects you to participate in reviewing your performance and evaluating how well you met each objective. A percentage of your final internship grade will depend on how much careful thought you give to your self-evaluation. You will discuss your self-evaluation with your Coop Advisor following each internship.

Summary

Internships...The T.A.R. approach...and a program designed with you in mind. Through Coop you can test your abilities in the work world and try out career possibilities. You will feel your college coursework come alive as you see classroom concepts applied in real work situations. And you can learn more about yourself, your skills, work values, and objectives. We hope you will find your Cooperative Education experience at LaGuardia highly rewarding.

A Special Note: Cooperative Education for Students With Disabilities

What Are Disabilities?

Many students have some kind of disability. There are a wide range of disabilities, e.g., visual, hearing, mobility, speech. There are hidden disabilities, including epileptic conditions, diabetes, and various learning and perceptual problems. We think mostly of severe disabilities, but there are also minimal disabilities, such as partial hearing loss and speech impediments.

How Can Coop Help?

In planning a career, it is important that a student understand his/her own strengths and limitations. The Division of Cooperative Education is prepared to work with students who have disabilities. We can help students consider how or if to deal

with their disability on a resume or in an interview and how to define and request appropriate accommodations. Coop can also provide information on opportunities to work in fields which may be considered "non-traditional" for persons with disabilities. If you have a disability, please speak with the instructor of your Coop Prep course.

ASSIGNMENT DUE SESSION 2

1. Read Understanding Cooperative Education, pages 1-15 in this workbook.
2. Read A Guide To Cooperative Education At LaGuardia, pages 21-31 in this workbook.
3. Answer the Guide Statements for Session 1, pages 17-19 based on your reading, and the discussion in class today. These will be collected at the next session.
4. Read Session 2, pages 33-35 and answer the Guide Statements for Session 2, page 32, based on your reading.

Name_____

GUIDE STATEMENTS FOR SESSION 1: UNDERSTANDING COOPERATIVE EDUCATION

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. List three major goals which can be achieved through the Cooperative Education program:

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

2. List four requirements for successfully completing the Coop Prep course:

   a. _____

   b. _____

   c. _____

   d. _____

3. Identify three important qualities that employers look for when hiring interns for any position.

   a. _____

   b. _____

   c. _____

4. List six prerequisites for internship placement:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. Circle the four most important factors in applying for a particular internship:

a. your goals and objectives

b. where you can make the most money

c. your skills and abilities

d. what someone else told you about their internship experience

e. the availability of positions

f. your Coordinator's judgment

6. Define or describe the following terms:

a. Simulated Interview_____

_____

_____

b. Coop Advisor_____

_____

_____

c. Internship Seminar_____

_____

_____

d. Final Evaluation Conference_____

_____

_____

7. Define and explain the term T.A.R. (where and how does each step take place?)

	Stands For	and	Takes Place During
T:			
A:			
R:			

8. Describe the differences between an internship and a "regular job."

Have you been able to answer these questions covering the major points about Coop? If so, you are on your way to a good understanding of the LaGuardia program. If not, go back and re-read the material from this session.

Do you still have additional questions about Coop that have not been answered? Write your questions below:

Ask your question(s) at the start of the next session.

A GUIDE TO COOPERATIVE EDUCATION AT LAGUARDIA

The first session of Coop Prep may have answered some of your questions--and raised others. This manual reviews and answers some frequently asked questions about Cooperative Education.

Question: What Goals Can Be Achieved Through Cooperative Education?

Cooperative Education

LaGuardia's educational approach believes that learning takes place in many different settings -- both in and outside the classroom. Through the Coop program, the College seeks to provide non-classroom learning experiences. Coop is designed to help you determine and achieve your individual goals, and to assist you in:

1. Applying classroom learning to real work situations;
2. Exploring various career possibilities or confirming career plans;
3. Practicing or strengthening interpersonal and technical skills, such as oral communication, decision-making, typing, etc.

Question: What Is the Cooperative Education Preparation Course (Coop Prep) You Are Now Taking?

Coop Prep Course

Coop Prep prepares students for learning through the internship experience. During the course you will:

1. Clarify the basic objectives, procedures, and requirements of the Coop program.
2. Identify your life accomplishments and the personal skills you have developed.
3. Identify the needs/values you seek to satisfy through work and out-side of work.
4. Clarify your ideas about the career you are considering (or are currently in).
5. Identify the basic components of a resume and prepare a resume summarizing your accomplishments and qualifications.
6. Formulate learning objectives for your first internship, and make preliminary selections of those internships which will help you achieve your objectives.
7. Develop skills and techniques for successful employment interviewing.
8. Learn a new T.A.R. concept and prepare for its application to an internship.

Question: What Are the Requirements for Successfully Completing Coop Prep?

Coop Certification

Coop Prep is a key element in your preparation for an internship. Though the course itself does not carry any credit, you must successfully complete it before you will be considered ready for an internship. The Coop Prep class meets twice a week for approximately five weeks. You will receive a grade of "S" (Satisfactory) or "U" (Unsatisfactory) for a Coop Prep. This

grade will appear on your transcript. Your Advisor will review the following items when evaluating your performance:

1. Attendance and punctuality are required at all sessions of Coop Prep. You are permitted a total of two absences during the quarter.
2. Assignments will be due on the dates given by your instructor and must meet acceptable standards of neatness, completeness, and accuracy.
3. A Simulated Interview which must be satisfactorily completed.
4. Class participation.

The Coop Prep course provides your instructor with the opportunity to judge your readiness to demonstrate the work behaviors sought by employers when hiring interns for any position. They are:

a. reliability (as judged by your attendance and punctuality).
b. productivity (as judged by your completion of assignments on time, standards of neatness, accuracy, and completeness).
c. initiative and interest (as judged by your participation in class discussions, asking questions).

Following Coop Prep, you should make an appointment with your instructor to discuss your performance in the course. He/she will also advise you as to whether you are prepared for your first internship or whether you should repeat the Coop Prep

course next quarter. If you are certified, your instructor becomes your Coop Advisor.

Question: How Does a Student Actually "Get" an Internship?

The Placement Process:

Prerequisites for Internship Placement

1. Certification of successful completion of Coop Prep course.
2. Completion of all basic skills prerequisites (or waivers).
3. Evidence of satisfactory academic progress. Coop Division's standards are based on Grade Point Average, credit accumulation and academic standing. Generally speaking, a minimum of a 2.0 G.P.A. with at least 15-20 earned credits is required. While exceptions are made in special cases, Coop Advisors want to be sure that students on internship are not having academic difficulties at the College.
4. T.A.R. course appropriate to your major (pre- or co-requisite).
5. Permission to register for Coop Internship and Seminar from your Coop Advisor is required. You will be given a registration permit.
6. Coop may require tests to assess skills which are necessary requirements for a particular internship (e.g., typing or the use of a calculator).

Internship Selection and Referral

1. The placement process begins in Coop Prep. You will start to identify your qualifications (skills and accomplishments) and objectives for the internship.

2. Internship Opportunities Catalogues (I.O.C.) will be distributed in class. You will be expected to review the I.O.C. thoroughly, and choose suitable internships based on your qualifications and objectives.

3. Your choice will enable your Coop Advisor to get a better picture of what you are looking for in an internship. The two of you will discuss the appropriateness and availability of your choices. Your Coordinator's professional judgment and the supply and demand for internships are two factors which must be considered. He/she wants to match you with the most suitable internship position that is available based on your skills and objectives.

4. Internships are generally full-time (35 hours/week) commitments. If you choose a voluntary internship and/or have a part-time job a more flexible schedule can be worked out.

5. You may choose to develop your own internship, either by using the job you already have, or by finding a position on your own. In either case the position must be an opportunity to meet the objectives of the Cooperative

Education Program (as described on p.20), and be approved by your Coop Advisor. These are known as self-developed internships.

6. Once you and your Coop Advisor agree upon an internship, he/she will send you on referral. If you have agreed on one of your Coop Advisor's internships, you will be sent for an actual employment interview. If you have agreed upon the internship of another Coordinator, you will first speak with him/her. If the match is good, he/she will send you for an employment interview. If not, you will return to your Coop Advisor to discuss other internships.

The Employment Interview

During the interview, both you and the employer are deciding if the internship position is right for you. Some employers will give you a very thorough interview. Others will ask only a few questions, and make a decision. Either way, you should be fully prepared to use all the interviewing skills taught in the Coop Prep course. If both you and the employer agree that the internship position is right for you, you will report for work at the beginning of the next quarter. If you are not offered the internship, you will meet with your Coop Advisor to discuss the reasons. Depending on what happened, the two of you will decide on the best action to take.

Question: What Takes Place During the Internship Quarter?

Internship Responsibilities

While on your internship, you must abide by the rules, regulations and holiday schedule set by your employer, not by the College. For example, if recess occurs while you are employed on your internship, you do not take this time off from work. Note that internships begin before classes start and end after classes are completed.

Internship Seminar

During the internship, you will be returning to LaGuardia to take your internship seminar. First internship students will be enrolled in T.A.R. seminars according to their major. These seminars will provide the "R" or discussion of concepts taught in your introductory T.A.R. course and Coop Prep. Attendance is required. You must receive a passing grade in the Seminar to receive a passing grade for the course. In cases where a student's work schedule or internship location does not permit the Seminar to be taken the same quarter as the internship, the Seminar will be deferred until a later quarter. However, it remains a requirement for receiving a final grade for the Cooperative Education course.

On-Site Visit

The Internship Coordinator who placed you will set up an appointment to visit you and your employer during your internship. This is an opportunity to openly discuss your

experience. The Coordinator will be interested in the progress or problems you are experiencing in achieving your personal objectives.

If Problems Arise

Be aware of potential on-the-internship problems that may arise including: work assignments differing from what was described; interpersonal conflicts (with other employees or with your supervisor); excessive lateness or sickness on your part. Many problems can be quickly solved if you take appropriate action when they occur. Your first attempt should be to solve the problem on your own. Use your communication skills. If your best efforts fail, call your Coop Advisor or the Internship Coordinator who placed you immediately.

Classes During Coop Internships

In general, you should consider your internship and your seminar a full-time educational responsibility. If you take additional courses, you should not plan to take more than six credits. Consider your ability to meet the responsibility of both internship and courses. You must arrange a class schedule that does not conflict with your work hours or your internship seminar.

Question: How Will I Be Graded for My Internship Experience?

After the Internship

Final Evaluation Conference

The first three weeks of the quarter following your internship are set aside for the Final Evaluation Conference. In this conference with your Advisor, you will evaluate your internship experience and plan for your next internship. It is a required meeting. Failure to attend this conference will result in an F grade. You will be graded on the following:

1. Your Internship Seminar Grade accounts for 50% of your final Coop Grade.
2. The Internship Grade accounts for 50% of your final Coop grade and includes:
   a. Your Employer's Evaluation of your work and the On-Site visit Observation, and
   b. Your achievement of the individual internship learning objectives you identified prior to starting the internship.

Definitions of Coop Terms

Here are some Coop phrases and terms that you'll be hearing throughout your stay at LaGuardia:

Exemption Credit - Exemption Credit in Cooperative Education is presently granted for a maximum of three (3) Coop credits. To be eligible, you must: be fully matriculated; have successfully completed at least twelve (12) LaGuardia credits; and have worked full-time for at least six consecutive, months. If you are interested and eligible, speak to your Coop Advisor/Coop Prep Instructor about applying. You will be expected to write a substantial essay about your experience.

Appointment Schedules - Weekly schedules for meeting with Advisors are posted in the Coop Central Office in Room M-204. You must "sign up" or call (718)626-5484 to make an appointment.

Career - A field of specialization which generally contains a progression of related jobs, from basic entry-level to more advanced level positions.

Coop Advisor/Coordinator - The Coop faculty person to whom you are assigned through your Coop Prep course. Your Advisor is responsible for assisting you in the placement process and for grading you after each internship.

Coop Central Office - It is located in Room M-204. It is the main office of the Division of Cooperative Education. In it are Advisor's appointment schedules and general Coop information. You may leave messages for Advisors in their mailboxes.

Extended Day Coop - Coop is optional for those students admitted on a part-time evening basis to the College in the Extended Day Program. This applies to all extended day majors, with the exception of Human Services, Occupational Therapy, Dietetic Technician and Education Associate.

Grades - You will receive 3 credits for each successfully completed Cooperative Education course (includes Internship and Seminar). Since grades are submitted the quarter after the internship ends, the grade that first appears on your transcript will be a "Z." Your actual grade is submitted after the Final Evaluation Conference is completed.

Intern - You are called an intern while working for a Coop employer.

Internships - The work or field experiences which all LaGuardia Coop students take as part of their degree requirement. Internships are used to obtain educational and career objectives.

Internship Coordinator - The person who refers you for an employment interview.

Internship Opportunities Catalogue - The book which describes internships developed by the Division of Cooperative Education. The I.O.C. is available from your Coordinator and may be available in the Coop Central Office.

Job - The position within an organization that delineates the work one is expected to do.

Placement Office - Assists students in obtaining part-time or full-time jobs while attending classes and will help in resume preparation, interview techniques and provide referrals for permanent jobs upon graduation. The Placement Office is located in Room M-200.

Simulated Interview - This is a required part of the Coop Prep course. Students will be interviewed by an experienced interviewer for the purpose of practicing interviewing skills covered in the course and getting feedback on interviewing strengths and weaknesses. The Simulated Interview is not an actual internship employment interview. It is a warm-up or practice for it.

Waiver - In exceptional cases only, the Division of Cooperative Education may waive one or more of the Cooperative Education requirements for the degree. More information is available from your Coop Advisor.

Work - The productive use of time which helps to achieve the goals of an organization, either for pay or voluntarily.

Now return to page 17 and answer the Guide Statements based on your reading.

GUIDE STATEMENTS FOR SESSION 2: LOOKING AT YOUR LIFE ACCOMPLISHMENTS

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Explain the meaning of the term "life accomplishment."

_____

_____

_____

2. Give three examples of possible life accomplishments.

a. _____

b. _____

c. _____

3. List three reasons why the Coop Prep course deals with your life accomplishments.

a. _____

_____

b. _____

_____

c. _____

_____

SESSION 2: LOOKING AT YOUR LIFE ACCOMPLISHMENTS

You now have a basic understanding of the Coop program and how it works. This information has given you the general picture for all LaGuardia students. But what about you, personally? How do you start to prepare for your Coop internship and career beyond? (If you are already working and feel you have a career, the question might be put: "How do you determine where you want to go from your present position?") This session begins that preparation or career assessment by focusing on your life accomplishments.

What Are Life Accomplishments?

Life accomplishments can be described in many ways. They can be seen as personal achievements, successes, or experiences that have held meaning for you. They may have taken place at home, in school, in a job, through a hobby, community activity, anywhere -- at any time in your life. They can be large or small; recognized or unrecognized by others. The most important thing is that you found the experiences to be personally satisfying, meaningful, or enjoyable. Examples might include: a job you held, a project you took part in, an award you received, graduation from high school, something you learned, a goal you reached, a problem you solved, a risk you took, a person you helped, etc. Another way of looking at life accomplishments is in terms of the roles you hold (or have held) in your life. For

example, daughter, husband, mother, student, volunteer, friend, employee, etc. Any of these roles may have been satisfying, meaningful, or enjoyable.

Why Do We Look at Life Accomplishments in Coop Prep

There are three basic reasons why this session will deal with life accomplishments:

1. Self-Confidence and Good Feelings About Ourselves Come From Remembering Past Achievements and Strengths.

   It is easier to deal with the future when you are aware of your positive experiences in the past. Our accomplishments remind us that we can take on new challenges because we have already succeeded with some old ones. While it is important to look at and profit from your negative experiences, career planning (including upcoming internships) is based more on what you can do, than on what you can't.

2. Knowing Your Life Accomplishments Will Help You to Identify Your Skills.

   In the third session of Coop Prep, you will be guided through an "inventory" of many different skills. You will identify your personal skills by referring back to your life accomplishments. After you have completed this two-step process, relating life accomplishments to the skills inventory, the patterns of your strongest skills will become clearer to you.

3. Expressing Your Life Accomplishments Starts to Build Your Communication Skills.

Whether you are seeking an internship now, a job later in your career, or a promotion, you will need to communicate positively about yourself. Your ability to communicate positively in writing will be reflected in your resume. Positive oral communication is also the basis for an effective employment interview. Your important life accomplishments are the kinds of experiences you will want to present clearly and accurately in your resume and employment interview.

Preview the materials for the In-Class Activities which follow, but do not work on them at this time.

Now return to page 32 and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITIES FOR SESSION 2

A. Your Life Accomplishments Chart: Name_____

The chart below will help you to think about your accomplishments for each ten-year period of your life. Remember -- accomplishments can be based on any experiences in your life, as long as they have personal significance for you. List as many accomplishments (or roles) as you can for each time period.

My Most Satisfying, Meaningful, or Enjoyable Accomplishments (or Roles)	From the Previous Column: The Three Accomplishments I Consider Most Significant Are:
1-10 Years of Age	1. _____
11-20 Years of Age	2. _____
21-30 Years of Age	3. _____
31-40 Years	
41 + Years	

B. Describing Your Life Accomplishments

For the three accomplishments you consider most significant, describe in detail what you did. The emphasis should be placed on describing your actions in the situation, rather than what happened to you. Write about your experiences as if you were relating them to someone who does not know you at all. Impress upon that person why you consider each experience to be an accomplishment -- e.g., you were proud of yourself, you overcame a difficulty, solved a problem, etc. In other words, provide the reader with the facts as well as your feelings about your accomplishments. Each accomplishment should have a title and a 100-150 word narrative. Use complete sentences, writing in Standard American English.

You will write one narrative in class. The other two will be completed as part of your homework assignment.

Read the examples below and then describe any one of your three most significant life accomplishments.

Example 1:

Title: My First real job.

Details: When I was seventeen, I got my first real job. I worked as a stock clerk in a local supermarket, after school. At first, I only took items out of boxes and put them in order on the shelves. One day in December the regular cashier was out sick. The store manager asked me to fill in. I was nervous, but once I learned the register, it was easy. I was a fast worker and tried to keep the customers satisfied. Sometimes they were

difficult, but a smile goes a long way. The next summer the manager asked me if I would help out in the Deli department. I had to make sure the food was fresh, and serve it courteously. I was proud that I was asked to do these jobs, because it showed that my manager had confidence in me.

Example 2:

Title: Graduating from High School

Details: One of my greatest accomplishments was graduating from High School. Some of my friends dropped out of High School and others were cutting classes all the time. It took a lot for me to stick it out, but I was determined to graduate. I worked very hard because some subjects, especially Math, were quite difficult. On graduation day I was very happy. I won an award for singing in the chorus. My parents were very happy and took lots of pictures. I had achieved a goal on my own that I never thought would be reached.

Now it's your turn: NAME:_____

Life Accomplishment #1

Title: _____

Details: _____

Life Accomplishment #2 NAME: _____

Title: _____

Details: _____

Life Accomplishment #3 NAME: _____

Title: _____

Details: _____

ASSIGNMENT DUE SESSION 3

1. Complete all three Life Accomplishment narratives, pages 39, 40, and 41. Proofread your work. These will be used in class and collected at the end of the session.

2. Read Session 3, pages 45-52, and answer the Guide Statements for Session 3, page 43-44, based on your reading.

GUIDE STATEMENTS FOR SESSION 3: IDENTIFYING YOUR SKILLS

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Define the term "skill."

_____

_____

_____

2. Explain the importance of knowing what your skills are and being able to communicate them to others.

_____

_____

_____

3. Name the two basic kinds of skills and give three examples of each.

a._____:

_____, _____, _____.

b._____:

_____, _____, _____

4. Explain why a student should never say to his/her Coop Coordinator: "I have no skills."

_____

_____

_____

5. Explain the relationship between your life accomplishments and your skills.

_____

_____

_____

SESSION 3: IDENTIFYING YOUR SKILLS

This session continues your preparation for Cooperative Education by focusing on the concept of skills. Actually, the concept of skills should not be new to you. In Freshman Seminar, you were introduced to the terms abilities and skills as part of the unit on Self-Exploration. Abilities and skills have basically the same meaning. In Coop Prep, we will use the term skills because that is the word most commonly used by employers.

Skills are the "building blocks" of jobs, and in turn, careers. A student who is "good with words" possesses a skill that can help him/her become a teacher, an accountant, a marketing manager or a systems analyst. If you know what your skills are, and can communicate them effectively to an employer, your chances of being hired for a position increase dramatically. Sadly, the reverse is also true -- if you don't know what your skills are, it's unlikely you will be able to convince an employer that you are the right person for an internship, a job, or a promotion. Because skills are so important to your preparation for Coop, we will be discussing them throughout this course: in later sessions on resume writing, setting learning objectives for your internship, and interviewing.

What Is a Skill?

There are many ways to describe a skill. For our purposes, the term skill will be used in the most general sense possible. One expert defines a skill as:

"...something that you have to any degree but not everyone else in the world does. For example, being highly observant -- lots of other people are; but not everyone is. So if you are, then it is a skill of yours. Skills are demonstrated when you are doing something: a capacity, or a natural gift, or an instinct, or an ability, or an aptness, or an eye for, or an ear for, or a knack for, or something you have a good head for, or a proficiency, or a handiness, or a facility, or a know-how, or some savvy about something,...or a strong point, or some quality, etc.."[1]

[1] Crystal, J.C. and Bolles, R.N., Where Do I Go From Here With My Life Seabury Press, New York, 1974, p. 205.

We will return to this description when you begin to identify your skills.

There are also many ways to categorize different kinds of skills. One approach divides skills into two basic groups which are called Interpersonal Skills and Technical Skills.

INTERPERSONAL SKILLS

Interpersonal skills have to do with one's ability to relate to other people. These are skills which most of us think of as "personality qualities" or "character traits." They include such things as how well you get along with others (such as co-workers and supervisors), deal with pressure, and take responsibility for your actions. Interpersonal skills are what employers are describing when they say they are looking for someone who is reliable, productive, and demonstrate initiative.

TECHNICAL SKILLS

Technical skills are the abilities one has developed to perform the tasks required for a specific function. They're often used for dealing with information and things. Examples of technical skills are: ability to operate equipment or machines (e.g., typewriter, calculator, or xerox); and, knowledge of specific languages (e.g., Spanish, COBOL) or procedures (e.g., recordkeeping).

Many People Don't Know What Their Skills Are

Very often, people are unaware of their own skills. This is because we rarely stop to think about our skills while we are using them. But consider the fact that throughout our lives we are constantly dealing with people, information, and things. This means that all kinds of interpersonal skills, and a number of technical skills, can be developed while going to school, raising a family, having a hobby, as well as through work experience. Unfortunately, Coop Advisor frequently hear students minimize their experiences, such as previous part-time jobs, housework, or blue collar jobs, thereby overlooking their own use of skills.

An Example of a Person With "No Skills"

Consider the example of Gloria[2], a LaGuardia student who tells her Coop Advisor: "I have no real skills. My only job has been part-time as a sales person in a Department Store." When asked to describe her work, Gloria explains the following:

> "Look. This is all I do, and all I know how to do. Every day I:
>
> -- straighten out the sales floor
>
> -- say hello to customers when they come into my area
>
> -- ask them what they are looking for
>
> -- tell them where to find what they want
>
> -- answer questions they might have
>
> -- give my opinion as to which items are best
>
> -- take the items customers have selected

-- figure out the total bill

-- give the customer the bill

-- accept payment in cash, check, or credit card

-- thank the customer

You see, I really have no skills."

Now let's look at Gloria's job in a different way. Instead of describing her duties, let's analyze the skills she uses in performing her work. Specifically, what she does with people (interpersonal skills), information, and things (technical skills).

[2] Adapted from Bolles, R.N., The Three Boxes of Life and How to Get Out of Them, Ten Speed Press, Berkeley, California, 1978, pp. 153-154.

GLORIA'S JOB IN TERMS OF INTERPERSONAL & TECHNICAL SKILLS

Gloria's Description of Her Duties	Interpersonal Skills [What She Does With People]	Technical Skills [What She Does With Information & Things]
Straightens out sales floor		Arranges items in order
Says hello to customers	Makes people feel welcome	
Asks what they are looking for	Draws people out and listens carefully	
Tells them where to find what they want	Guides others	
Answers questions they might have	Responds helpfully to others	
Gives opinon as to which items are best	Influences decisions and (perhaps) persuades others	
Takes items customer selected		Handles merchandise carefully
Figures out the total bill		Uses a calculator or cash register
Gives customer the bill	Shows sensitivity (perhaps)	
Accepts payment in cash, check, or credit card		Decides on appropriate record-keeping procedure
Thanks the customer	Behaves politely and shows appreciation	

Gloria, our part-time sales person actually demonstrated as many as eleven skills -- skills that she could communicate to an employer if she were applying for an internship or a job. Please note that the same type of analysis for skills could have been based on a non-work example, such as cooking a meal or driving a car. So never make the mistake of saying: "I have no skills." The fact is that you do have certain skills, whatever your work background or major at LaGuardia happens to be. The trick is to identify them.

How Can You Identify Your Skills?

Many career experts tell us that one of the best ways to start identifying our skills is to look at those situations in which we feel a sense of enjoyment, satisfaction, and meaning. In other words, at our life accomplishments. These experts reason that if we consider a particular experience to be important or significant, chances are that our skills are being used.

In this session of Coop Prep, your instructor will guide you in identifying your skills based on your life accomplishments. Preview the material for the In-Class Activities which follow, but do not work on them at this time.

Now return to page 43 and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITIES FOR SESSION 3

If your have completed your three life accomplishment narratives, you are ready to start identifying your skills. As you know from

the reading, your life accomplishments are situations in which you are very likely to have demonstrated your skills. They provide you with the information needed to use the Personal Skills Inventory.[1]

A. Completing the Personal Skills Inventory

On pages 55-57, you will find 62 different skills listed. There are 40 Interpersonal Skills and 22 Technical Skills. While this might seem like a lengthy list, it is only a fraction of the hundreds of different skills which people may possess.

Start by writing the title of one of your three life accomplishments across the top of the chart on page 55, in column 1. Next, re-read your narrative description of this life accomplishment. Make sure the details are very clear in your mind. then, go down the list of 40 Interpersonal Skills. For each skill, ask yourself two questions: "In this accomplishment, did I use this skill? If so, how?" Remember, the definition of a skill is quite general.

SKILL: "Something that you have to any degree, but not everyone else in the world does."

You don't have to be a "master" of the skill in order to say you used it.

If you did use a particular skill, and you can explain to yourself, how, place and "X" in column 1 on the same line as the skill used. If you didn't use a particular skill or can't

explain to yourself how it was used, leave the square blank. Follow these steps for the entire list of Interpersonal Skills for Life Accomplishment #1. Then, do the same thing for the entire list of Technical Skills. Note: If you feel you have used any skills which are not listed, add them in the space provided.

Repeat the same procedure for Life Accomplishments #2 and #3.

The previous examples of "My first Real Job" and "Graduating from High School," pages 37 and 38 are provided as illustrations. Your instructor will give further direction and assistance, if needed.

[1] Based on Bolles, R.N. and Zenoff, V.B., The Quick-Job Hunting Map -- A Fast Way to Help, Ten Speed Press, Berkeley, California, 1979, pp. 8-17.

YOUR LIFE ACCOMPLISHMENTS

PERSONAL SKILLS INVENTORY

My First Real Job	Graduating from High School	1	2	3	INTERPERSONAL SKILLS [What You Do With People]
					[being] alert
					[being] assertive
					[being] calm
					conveying warmth/caring/support
					[being] cooperative
					counseling/guiding others
					[being] curious
					drawing people out
					[being] enthusiastic
					[being] firm
					[being] flexible
X					helping/being of service to others
					[being] honest
					initiating new ideas/projects
					leading/directing others
					listening
					[being] loyal
					making people feel welcome
					motivating others
					organizing others
					[being] patient
	X				[being] persistent
					performing well under pressure
					planning/making decisions
					[being] poised

55

YOUR LIFE ACCOMPLISHMENTS

PERSONAL SKILLS INVENTORY

My First Real Job	Graduating from High School				INTERPERSONAL SKILLS [What You Do With People]
		1	2	3	
X					[being] polite
					[being] productive
					[being] punctual
					[being] reliable
	X				[being] self-reliant
					selling/persuading/influencing others
					[having a] sense of humor
					showing appreciation
					showing sensitivity to others
X					sizing up people/situations
	X				speaking/performing before a group
					[being] tactful
					teaching/training others
					[being] tolerant
X					[being] versatile
					Additional Skills:

YOUR LIFE ACCOMPLISHMENTS

PERSONAL SKILLS INVENTORY

My First Real Job	Graduating from High School				TECHNICAL SKILLS [What You Do With Information And Things]
		1	2	3	analyzing/diagnosing
					assembling/building/constructing
					bookkeeping/keeping financial records
					budgeting/managing money
					calculating/computing
					creating/inventing
					designing/adapting/improving
					editing
X					examining/inspecting
					fixing or repairing
					handling with care or speed
					[knowing other] languages
					memorizing
X					operating equipment of machines
X					organizing/filing/arranging things in order
					paying attention to details
					problem-solving
					[knowing] procedures
					reading
					searching/researching/providing information
					taking inventory
					writing
					Additional Skills:

B. Listing Your Personal Skills NAME:_____

When you have completed the Personal Skills Inventory for all three of your life accomplishments, you will be able to identify your skills. A good way to proceed is to look for patterns. Are there any skills which you have used in all three of your life accomplishments? If so, list them here:

_____

_____

_____

_____

_____

Chances are, these are your strongest skills.

There are likely to be a number of skills you have used in two of your life accomplishments. You may feel that some of them are also strong skills of yours. If so, list them here:

_____

_____

_____

_____

Finally, are there any skills which were used in only one of your life accomplishments, but which you consider to be an important skill of yours? If so, list them here:

_____

_____

_____

This list will be collected at the end of this session.

To summarize, identifying your skills is an important first step in preparing for your Coop internships and for career planning beyond LaGuardia. But knowing what your skills are, is only a part of this larger process. You must also be able to communicate them to potential employers effectively -- in writing and orally. The next session of Coop Prep deals with how you can effectively communicate about yourself in writing, through the use of a resume.

ASSIGNMENT DUE SESSION 4

1. Read Session 4, pages 60-84 and answer the Guide Statements, page 59, based on your reading.

2. Be sure to come to the next session of Coop Prep with the Preliminary Draft of your resume (pages 82-84) completed. This will enable you to make the best use of the class time.

GUIDE STATEMENTS FOR SESSION 4: WRITING YOUR RESUME

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully.

Label the following statements as True (T) or False (F).

_____1. Employers generally spend a great deal of time reading an applicant's resume.

_____2. The appearance of your resume is unimportant; it's what you've done that counts.

_____3. Make your resume as long as possible -- the more information the better.

_____4. Errors on your resume will be more noticed than your strong points.

_____5. The information you provide should be carefully selected with the reader in mind.

_____6. The best format for all people to use is the functional resume.

_____7. Clear, concise, and positive statements are most effective in describing your background.

_____8. What you include in your resume often depends on what "works in your favor."

SESSION 4: WRITING YOUR RESUME

Resume -- pronounce it with a stress on the last letter, like an *a* sound -- it sounds very French, doesn't it? Well, it *is* a French word, meaning summary. Somehow, the English language could not come up with a better word of its own, although it has been called a personal data sheet or personal record. We'll go along with the majority and refer to it as a resume.

A resume is indeed a summary of certain aspects of your life: those past and present activities, accomplishments and skill that will enable a potential employer to determine whether you are the right person for a particular position.

Why should that be difficult to prepare? Aside from questions of appearance and format, which will be discussed later on, the great difficulty in preparing a good resume is that it must satisfy two very different sets of needs:

> *Your* need is to give the employer as much information as possible about yourself in order to make a convincing case of your ability to "do the job." At the same time that you want to be as detailed as possible, the employer's very different requirements must be taken into account.
>
> *The employer* or interviewer needs to be able to skim through a resume, grasp the essential information, and absorb it in as short a time as possible. How much time is that? Amazingly, it may be no more than thirty seconds to a minute.

Think about the possible situations in which your resume may be read.

First, as a student going for an internship interview, you will take your resume and give it to the interviewer. That person probably has scheduled a very limited time for the interview and will be able to devote only a small part of it to looking over your resume.

At other times in your career, when you may be applying for new positions, you may send a resume together with a cover letter in response to an advertisement. Without exaggeration, your resume may be one of hundreds, so that again the reader can devote only a minimum amount of time of it.

From these situations, it is clear that:

-- your resume must be designed visually to present the important facts easily to the eyes of the reader.
-- the language used must be simple yet strong enough to impress itself on the mind of the reader.
-- no mistakes or sloppiness should be allowed to distract either the eyes or the mind of the reader.

For the employer or interviewer, the resume provides the first glimpse of what kind of person you are. Like your own appearance, it must present you at your best.

Preparing Your Resume

Let's consider two basic aspects of preparing your resume: how your resume looks (appearance) and how your resume is organized (format).

Appearance

1. The resume should be neatly typed. Handwritten resumes are not acceptable.
2. Use 8 1/2" x 11", good quality, white bond paper. Do not use lightweight or onionskin paper.
3. Leave margins of about one inch on both the right and left sides of the page. A similar space at the top and bottom will prevent the page from looking overcrowded.
4. Try to limit your resume to one page or one-and-a-half pages at most. (If you do have a second page, be sure to repeat your name at the top and number the page: 2. Do not number the first page.)
5. Of major importance: There should be no grammar, punctuation, or spelling errors on your resume. None. A single error may call more attention to itself than any of your accomplishments.
6. There should be no visable erasures on a resume being submitted to a potential employer. In the event that an error occurs while typing the original copy of your resume, use a "liquid eraser" or "white out" to carefully make corrections. Once completed and proofread, make several good quality xerox copies of the original. In the future,

you may want to consider taking your original to a professional printer. Never submit a carbon copy to a potential employer.

Format

The format of a resume is the way it is written, organized, and set up on the page. Though there is a great debate over what is the "best" format to use, there are two styles which are generally accepted.

1. The historical/chronological resume lists education and experience in reverse order by dates, starting with the most recent and ending with the least recent. It also includes other information that would be relevant to the position you are applying for, such as an objective, skills, and references. This is one of the most popular formats.

2. The functional resume groups your qualifications and skills into separate paragraphs which describe the characteristics that they have in common. For example, "Working With Children," or "Keeping Financial Records." Dates can be included at the end. This format is typically used by people who have a highly varied job history and by those who are interested in changing careers. Its strong point is that it summarizes a broad background and focuses it on the position you are applying for.

On pages 81-84, you will find samples of the historical/chronological and functional formats.

Before You Write ... Think

The most important consideration to keep in mind before you write your resume is the impact you want to make on the reader. What knowledge, experience, and skill will convince a potential employer to hire you? How will your presentation of this information help you achieve this desired result. The following steps can help you plan your approach.

-- First, carefully consider the facts that will help you make the impression you intend. Every piece of information that you include must have a purpose that contributes to the intended impact. You cannot afford to waste space or the time of your reader.

-- Determine which resume format best suits your needs. For most students, the historical/chronological format is best.

-- Plan to organize the sections of your resume so that the most positive statements which emphasize the characteristics that are most relevant to the type of position you seek.

-- Finally, anticipate setting up your resume so that the critical information stands out on the page for the reader to grasp easily and quickly. (You may want to use capital letters and/or underlining to carefully attract attention to the most important information.)

Look again at the formats of the sample resumes on pages 81-84. Notice how easily you can read the important information.

No matter which format you choose or how well you write your resume, someone is bound to come along and tell you a "better way." There is no "one" best way. The important thing is that you fully understand why you choose to put (or omit) something on your resume, so that you can feel confident when someone criticizes your approach.

What Should You Include in a Resume?

Even though there are differing opinions, most employment experts should probably agree with the following list of items, when advising people on what to include in a resume:

A (Always Include)	B (Sometimes Include)	C (Never Include)
Name	Objective	Date of Birth
Address	Relevant course work	Marital Status
Telephone Number	High School education	Weight
College education	Memberships	Eye/hair color
Honors	Hobbies/interests	Race
Work experience	Extracurricula/ community activities	Religion
Skills (technical and interpersonal)		Sex
References; reference statement		Health
		Number of children
		Salary/income
		Social Security number

Column A lists items that should always appear on a resume. They provide the basic information that any employer needs in order to consider an applicant for a position.

Column B lists items that can sometimes appear on a resume. They should be included if you decide that they work in your favor and are relevant to the position for which you are applying.

Column C lists items that should never appear on a resume. These items do not provide information that is relevant to an employer selecting you for a position. More often than not, these items can be used to "screen you out" in a discriminatory manner.

Writing the Preliminary Draft of Your Resume

Now that you understand the basic purpose of a resume, and realize the importance of preparing and planning your approach, you will write a Preliminary Draft of your own resume. We have provided section-by-section instruction and an outline for you to follow. The format used is the historical/chronological described previously. We recommend it because it presents information in a very clear and organized fashion. All students should complete the Preliminary Draft, as outlined on pages 82, 83, 84, before the next session of Coop Prep. (If you believe that a functional format or different categories of information are better suited to your needs, speak to your Coop Prep instructor.)

Before reading the instructions below, turn to pages 82-84 and look over the outline for the Preliminary Draft of Your Resume. Also, look at the sample resumes on pages 79-81.

Next, read the instructions for the first section of the resume entitled HEADING. Fill in the corresponding section in the Preliminary Draft. Refer back to the instructions if you have any questions. Continue in the same way for each section of the resume, first reading the instructions and then filling in the corresponding section of the outline.

If the instructions do not answer some of your questions, jot them down on the draft and ask them in class.

Remember to fill in the Preliminary Draft completely before the next session of Coop Prep.

INSTRUCTIONS

HEADING

It is not necessary to put the word "resume" at the top of the page. Just begin with your name, complete address with zip code, and telephone number, including area code. Put this information at the top center of the page, starting about one inch from the top:

MARIE HERNANDEZ
54-25 Willets Point Boulevard
Flushing, New York 11365
(718) 537-4536

Some people like to put their names entirely in capital letters, for a point of emphasis. It's up to you.

OBJECTIVE (Optional, but recommended)

Your objective is the position that you would like to obtain. Try to state your objective in both specific and general terms: It should be specific enough to provide a focus, but general enough so that you don't rule out possibilities that you would consider.

For example, Secretary in an advertising firm is too specific, especially if you would also consider working in a public relations firm. Therefore, a better objective might be: A position as a secretary in advertising or a related field.

On the other hand, A position related to business is too general, because it shows no direction or purpose to what you are looking for. Some better possibilities are:

> To obtain a position as an administrative assistant in a business office.
>
> A position as a sales clerk in a retail store.
>
> A position in a banking environment where I can apply my communication and mathematical skills.

An objective should be framed with the position you are now applying for (internship), rather than as a long-range career goal. For instance, if you do not yet have the skills to be a full-fledged computer programmer, your present objective might be:

> A position as a programmer trainee.
>
> An entry level position in the accounting field.

If you have no idea what kind of position (internship) you want at this time, do not include an objective in your resume. In any case, an objective should not state that you want a position to gain experience in a field or to improve certain skills. An employer is not interested in what the position will do for you, but what kind of job you can do for the firm. However, you can say that your objective is to use or apply certain skills in a particular setting. For example:

> An entry-level position in banking where I can apply my mathematical skills.
>
> A position as a computer operator trainee where I can apply technical skills.

What Comes Next?

Here you have a choice between Experience and Education, depending upon which you want emphasized. If you have extensive experience directly related to your objective, then your work experience should come first. If, however, your education has provided you with most of your knowledge relevant to the potential position, put that first on your resume.

EDUCATION

Your most recent schooling comes first. What you are studying now at LaGuardia is of greater interest to your prospective employer because it is obviously on a higher level than what you may have learned in high school.

College

1. Give the name of the college and the city and state it is located in.
2. State your major.
3. Indicate the degree that you expect to achieve and the number of credits you have actually completed.
4. List any awards or honors you may have received, such as being on the Dean's list.
5. An excellent way of showing that you have some background in your field of interest is by including the relevant coursework that you have taken. This is especially true if you do not have any work experience in your chosen area. Don't limit the courses you list here to only those which

are part of your major. Include any courses that are related to the type of position you are applying for. For example, if you are looking for a position in computer operations, you would of course list Introduction to Data Processing and Operating Systems. But also remember to include a Math course or a typing course (for a data entry position) if you have taken them. If your objective is a secretarial position, besides your typing and stenography courses, don't forget to add those in Business, Accounting, or Oral Communications that you may have taken.

Here is the format to be followed for Education:

LaGuardia Community College
Long Island City, New York
Major: Liberal Arts - Natural and Applied Science
Have completed 24 credits towards Associate of Science Degree
Honors: Dean's List

Relevant Coursework: Biology I and II, Chemistry I, Calculus I, Writing a Research Paper

High School (Optional)

Since you are now in college, it is assumed that you have graduated from high school so that, strictly speaking, it is not even necessary to list your high school. If your career is already underway, your work experience and higher education will be your most important qualifications. You might want to list your high school if you took any courses relevant to your objective or if you won any awards. If you obtained a General Equivalency Diploma (G.E.D.), it is not necessary to indicate this on your resume. Just omit any mention of high school.

The format for information about your high school education is essentially the same as the one for your college data.

Grover Cleveland High School
Brooklyn, New York
Honors: Typing certificate

Relevant coursework: Typing, Accounting

EXPERIENCE

Here too, you start with your most recent position and list the others going backwards in time. Your first job would thus be at the bottom of the list. Don't forget to include part-time, summer, and/or volunteer work.

What if you were out of the job market for a while?

You should also fill in the chronological gaps that might appear in your experience. For example, a woman who began working after high school may have interrupted her time in the job market to raise a family and look after her home. She can indicate this in the following manner:

1/72 - 3/80 Homemaker

For Each Job, Indicate:

1. Dates worked - It is usual to indicate both the month and year you started on the job and the month and year you left. If you worked during the summer you need say only: Summer 1980.
2. Employer - Give the name of the company (organization) and the city and state where located.

3. Job Title - This gives the reader a quick idea of your experience. If your job had no title, "create" one that is most in line with your objective, for example, Clerical Assistant, Assistant to the Manager, etc. (The job title goes under the employer's name and should be underlined.)

4. Your actual duties -- the specific responsibilities -- that you are now performing or performed in the past.

   -- When describing your responsibilities do not use the word "I" since it would have to be repeated so many times. Here is one case where a sentence without a subject is acceptable!

   -- Use specific "action" verb phrases to describe your work. For example, instead of "general office work," try to describe each of your actual tasks, such as:

      Responsibilities include(d) mailing brochures, checking invoices, and greeting clients.

      Pay attention to the proper tense in describing your duties. Use the present tense for a position you currently hold, the past tense for a previous job.

A key step is to refine your job description so that they present your experience as advantageously as possible to your potential employer. Study the following list of "Action" Verb Phrases and rewrite any of your job descriptions which are too vague or general. Wherever possible, emphasize the actual results and accomplishments of your work. For example:

Reorganized department's filing system which improved staff efficiency,

or

Sold approximately $500 worth of men's clothing per week.

or

Won Teller-of-the-Month award

or

Planned recreational activities for 200 children ages 3-7.

Note how the following format allows the reader to grasp the essential information quickly:

EXPERIENCE

1/80 - Present	Paula's Boutique - Flushing, New York Salesperson - Responsibilities include customer sales, stock and inventory work, ticketing merchandise and operating cash register.
5/79 - 9/79	Camp Wyatt - Hunter, New York Counselor - Responsibilities included supervising a group of six children, ages 7-10, in camp activities such as swimming, softball, hiking and boating.

SKILLS

This category gives you an opportunity to mention any special skills which were not included in your job descriptions so that you want to highlight. Refer back to your Personal Skills Inventory, pages 55-57, in Session 3 to help you here.

1. Technical Skills

List the machines or equipment you know how to operate, such as the typewriter, calculator, or xerox machine. (For data processing hardware, give the manufacturer's name and model number, e.g., IBM Keypunch 029.) Under the Skills heading,

you should indicate your typing speed, let's say, 40 wpm. If you type less than 30 words per minute, and can be accurate (slowly), say "Light typing." If you have reached a good speed in stenography, you should mention that too, e.g., 80-100 wpm.

Also, indicate any languages you may know besides English or any special procedures you can follow that were not mentioned above (e.g., emergency life saving or first aid).

2. Interpersonal Skills

Your job description may have included the fact that you answered the telephone in an office. But, it would not state that the telephone was constantly ringing and you had other duties to perform. In spite of the pressure, you found you were able to do very well. Therefore, under skills you might mention:

Work well under pressure

In What Order Should Skills Be Listed?

That depends on the type of position for which you are applying. If you will be working in an organization where Spanish is spoken, your knowledge of that language should come first. If you expect to be doing office work, you might want to list the machines you can operate. Here is one possible way of listing skills:

SKILLS

Machines: Xerox, Dictaphone, Calculator
Typing: 45 wpm
Language: Fluent Spanish
Compose own business letters
Work well under pressure

Note that for skills, as for job duties, you should omit the "I" subject of your sentences. However, the verbs for all skills are always written in the present tense.

EXTRACURRICULAR ACTIVITIES (Optional)

This category can also be titled MEMBERSHIPS if you are listing clubs or organizations you belong(ed) to or INTERESTS if you are listing hobbies or activities that you participate in.

Extracurricular activities that demonstrate some organization or leadership ability should definitely be mentioned. Any volunteer or community work that was not included under Experience is also appropriate here:

Treasurer, Accounting Club at LaGuardia Community College
Organized a rock music band in High School
Fund raiser for Cancer Care in Queens, NY

A few interests or hobbies may be included but again ask yourself whether they improve the picture of yourself that your resume is presenting or whether they detract from it. Partying or looking at television will hardly improve your image. Some good possibilities are: camping, playing a musical instrument, swimming, sewing, playing basketball, etc.

REFERENCES

References are names of people who can supply some positive and favorable information about you, whether at work or in school. It is not necessary to give the names of your references in your resume. All you have to state is:

Furnished upon request

or

Available upon request

However, you should have in mind at least three references since you will be asked for them when filling out an employment application. These should be former or present supervisors or employers, and at least one instructor who knows your work well. It is good idea to get in touch with the people you intend to give as references and request permission to use their names. This also has the effect of reminding them who you are. Sometimes, firms also want a personal reference, a friend who has known you for some time and can vouch for your character. This should preferably be a mature person, who is not a member of your family.

When going on an interview, make sure you take along the names, addresses, and telephone numbers of the people you plan to use as references.

You've now completed the Preliminary Draft of your resume. Look again at the sample on page 79 and compare it with your own. Make any necessary additions or changes. Note any questions that

you want to ask in class. The In-Class activity for the next session of Coop Prep will help you to review and refine your Preliminary Draft.

Now return to page 59 and answer the Guide Statements based on your reading.

SAMPLE RESUME - HISTORICAL/CHRONOLOGICAL FORMAT - VERSION A

LESLIE ADAMS
323 East 18th Street
New York, New York 10024
(212) 326-4097

OBJECTIVE

To obtain an entry-level position in banking where I can apply my mathematical skills.

EDUCATION

9/83 - Present

LaGuardia Community College
Long Island City, New York
Major: Business Administration
Have completed 21 credits toward Associate in Science Degree
Dean's List

Relevant coursework: Introduction to Business, Principles of Management, Accounting I and II, Writing for Business

EXPERIENCE

8/83 - Present

Essex Manufacturers - New York, New York
Figure Clerk - Responsibilities include calculating daily sales and returns, completing monthly reports, filling new orders and answering telephone requests.

6/82 - 7/83

Montore Supermarket - Astoria, New York
Cashier - Responsibilities included ringing up sales, packaging merchandising and closing out register.

SKILLS

Knowledge of adding machine and calculator
Tactful in dealing with others
Fluent in Spanish

EXTRACURRICULAR ACTIVITIES

Active member of LaGuardia student Association
Voluntary Nurse's Aide at Bellevue Hospital
Sing in St. Peters Church Choir

REFERENCES

Available upon request

LESLIE ADAMS
332 East 18th Street
New York, New York 10024
(212) 326-4097

OBJECTIVE

To obtain an entry level position in banking where I can apply my mathematical and communication skills.

EDUCATION

September 1983 - Present
LaGuardia Community College - Long Island City, New York
Have completed 21 credits toward Associate in Science Degree in Business Administration.

Relevant coursework: Introduction to Business, Principles of Management, Accounting I and II, Writing for Business.

EXPERIENCE

August 1983 - Present
Essex Manufacturers - New York, New York

Figure Clerk - Responsibilities include calculating daily sales and returns, completing monthly reports, filling new orders and answering telephone requests.

July 1982 - June 1983
Montore Supermarket - Astoria, New York

Cashier - Responsibilities included ringing up sales, packaging merchandise, and closing out register.

SKILLS

Knowledge of adding machine and calculator
Tactful in dealing with others
Fluent in Spanish

EXTRACURRICULAR ACTIVITIES

Active member of LaGuardia Student Association
Voluntary Nurse's Aide at Bellevue Hospital
Sing in St. Peters Church Choir

REFERENCES

Available upon request

SAMPLE RESUME - FUNCTIONAL FORMAT

JOHN THOMAS
65-19 37th Avenue
Jackson Heights, New York 11371
(718) 917-0341

OBJECTIVE

A position as an assistant store manager in a large retail operation.

EXPERIENCE

Management - was responsible for the operation of a variety of retail merchandise departments. Involved the supervision of 7-15 employees, delegating duties, assigning work shifts, writing employee evaluations, planning merchandise layout on sales floor, and insuring effective customer service.

Inventory Control - Organized and maintained inventory control systems along with the supervision of inventory staff. Have a working knowledge of inventory procedures including audit and running inventory, requisition, and supply procedures.

Sales - Developed an excellent sales ability through extensive work with customers in numerous merchandise areas.

EMPLOYERS

August, 1977 - Present
Syms Clothing Store - New York, New York

May, 1971 - July 1977
Alexander's Department Store - Rego Park, New York

EDUCATION

September, 1982 - Present
LaGuardia Community College - Long Island City, New York
Have completed 48 credits toward Associate in Science degree in Business Administration.

REFERENCES

Available upon request

PRELIMINARY DRAFT OF YOUR RESUME

Refer to the Instructions on pages 68-77 and the sample resume on page 79.

_____(your name)

_____(street address)

_____(city, state and zip code)

_____(telephone number including area code)

OBJECTIVE _____

_____

(optional but recommended)

EDUCATION

___/___ - present
mo. yr.

LaGuardia Community College
Long Island City, New York
Major:_____
Have completed _____ credits toward
Associate of _____ Degree
Honors:_____
Revelant coursework: _____

_____

(Optional)
___/___ - ___/___
mo. yr. mo. yr.

_____name of high school

_____city and state

Honors:_____

EXPERIENCE Remember to list the most recent position first and go backwards in time.

___/___ - ___/___
mo. yr. mo. yr.

_____ - _____
(name of company) (city and state)

_____ - _____
(job title)

_____
(describe your responsibilities)

_____

_____

__/__ - __/__ _____ - _____
mo.yr. mo.yr. (name of company) (city and state)

_____ - _____
(job title)

_____
(describe your responsibilities)

_____

_____

__/__ - __/__ _____ - _____
mo.yr. mo.yr. (name of company) (city and state)

_____ - _____
(job title)

_____
(describe your responsibilities)

_____

_____

(Continue this format on the back of the page if you have had more than three jobs.)

SKILLS (List in their order of importance to your objective)

_____

_____

_____

EXTRACURRICULAR ACTIVITIES (Optional)

REFERENCES Available upon request

IN-CLASS ACTIVITIES FOR SESSION 4

Now that you have completed the Preliminary Draft of your resume, the next step will be to review the information you have gathered and check its completeness, its relevance to your objective, and its accuracy.

Checking Your Preliminary Draft

As your instructor discusses each section of the resume, check your Preliminary Draft to see that you have included *all* the *necessary* information, and *only* the material which is *relevant* to your objective. Make certain that you have given *accurate* data. Also ask any questions you may have jotted down while filling in the Preliminary Draft.

"ACTION" VERB PHRASES

Refer to this list when you write the job descriptions for your resume. It will enable you to be clear, concise, and positive in your descriptions. The list will give you examples of phrases that emphasize the *actions* you engage(d) in to carry out your work.

The list is organized according to *typical job situations* which many LaGuardia students have had. However, don't limit yourself to these suggestions. If you have other good "action" verb phrases that better describe your work, by all means use them!

BOOKKEEPING

Computing the payroll, invoices, etc.
Keeping books, financial records, ledgers, etc.
Posting accounts
Operating calculator, adding machines, etc.

RECEPTION AND TELEPHONE WORK

Receiving visitors
Screening visitors
Answering questions or inquiries
Directing visitors
Answering telephone
Handling switchboard
Making telephone calls
Talking orders over the phone
Placing orders over the phone

FILING AND MAIL WORK

Filing letters, invoices, orders, etc.
Maintaining filing system
Organizing filing system
Keeping records up to date
Sorting out mail
Distributing mail

SECRETARIAL WORK AND TYPING

Taking dictation
Typing letters, memoranda, charts, etc.
Composing own letters
Making reservations
Scheduling appointments
Setting up meetings
Operating dictaphone
Filing out legal documents
Proofreading documents
Editing documents

PURCHASING SUPPLIES

Ordering supplies
Purchasing supplies
Checking shipping lists, invoices, etc.
Keeping inventory records
Taking inventory
Following up orders

GENERAL SITUATIONS

Supervising other people
Devising a system
Initiating a program
Proposing improvements
Coordinating a program, project

SALES, IN AN OFFICE OR A STORE

Selling merchandise
Recording sales
Operating cash register
Soliciting orders over the phone
Taking cash
Serving customers
Pricing merchandise
Arranging items on shelves
Handling complaints
Balancing cash at end of day
Processing orders or claims

WORK AS A CAMP COUNSELOR

Organizing trips, recreational activities
Supervising children, other counselors
Teaching swimming, crafts, etc.

ASSIGNMENT DUE SESSION 5

In the assignment which follows, you will use the Preliminary Draft as the basis for completing the first typewritten draft of your resume.

1. Complete the Typed First Draft of Your Resume follows steps a, b, and c, below :

   a. Proofread Your Preliminary Draft

      Before you begin typing, proofread your handwritten Preliminary Draft for grammar, punctuation, and spelling. Use a dictionary and a text from one of your writing courses wherever necessary. Pay particular attention to proper verb tenses, the correct use of periods, commas, and capital letters, and of course, perfect spelling. It is easier to make corrections before you begin typing than to make them as you type.

   b. Type Your First Draft

      As you copy your Preliminary Draft, refer to the sample resume on page 79. This will give you an idea of how to lay out the format for your resume, and what the finished product should look like.

   c. Proofread Your Typed First Draft

      Now proofread your typed first draft, following the Checklist on page 89. Check off each item as you proofread. If you have errors and cannot erase them cleanly, retype the draft and proofread again.

      Finally sign the statement at the end of the

Proofreading Checklist, attach paper clip it to a copy of your resume, and submit both at the next Session of Coop Prep. Your resume will not be accepted unless the signed Proofreading Checklist is attached.

Your instructor will review your resume and recommend any changes or improvements. He/she will advise you as to whether or not a second draft is necessary.

2. Read Session 5, 92-98 , and answer the Guide Statements for Session 5, page 90-91, based on your reading.

PROOFREADING CHECKLIST

Before submitting the typed first draft of your resume, proofread it for the following elements of *appearance, format,* and *content.* Check off each item (or make appropriate changes) as you proofread:

	CHECKLIST	STUDENT'S CHECK	INSTRUCTOR'S COMMENTS (If Any)
1	I have used 8½" x 11"good quality white bond paper.		
2	There are margins of at least one inch on both sides, and at the top and bottom of the page.		
3	My resume is no longer than one and a half pages; my name appears at the top of page 2 (if needed).		
4	Any erasures have been carefully and clearly made.		
5	The information in the heading is accurate and complete.		
6	My objective is clearly stated (optional but recommended).		
7	Under college, I have listed my major, the number of credits I have completed towards my degree, any honors or awards, and relevant courses.		
8	I have listed my work experiences starting with my most recent position and going backwards in time.		
9	For each position, I have accurately listed my dates of employment, name and address of employer, and job title (underlined).		
10	My job descriptions are written using positive, concrete, action verb phrases.		
11	My skills (technical & interpersonal) are listed in their order of importance to the type of position for which I am applying.		
12	My important extra-curricular activities, memberships, or interests are listed (optional).		
13	A reference statement is included (and I have a record of the names, addresses, and phone numbers of the people I plan to use as references).		
14	I have followed the sample resume format presented on page (or have spoken with my Coop Prep instructor about an alternate format).		
15	I have *carefully reviewed* my typed first draft for appropriate *grammar, punctuation* and *spelling.*		

Signature _____

Other _____

_____

_____

INSTRUCTOR'S FEEDBACK

___ Your resume meets *acceptable standards* at this time. No revisions are necessary.

___ Your resume requires *minor changes* which I have noted above. Please make these changes before your scheduled Simulated Interview.

___ Your resume requires *major changes* which I have noted above. Please make these changes and re-submit a second draft to me before your scheduled Simulated Interview.

GUIDE STATEMENTS FOR SESSION 5: KNOWING YOUR NEEDS (VALUES)

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Explain what is meant by the term "needs."

2. Explain the statement: "Needs is a T.A.R. concept."

3. Identify the three major types of needs discussed in the reading. For each type, list three examples of how these needs can be satisfied in or outside of the workplace.

   a. _____ Needs

   b. _____ Needs

   c. _____ Needs

4. Describe two advantages of knowing what your needs are in making career and life plans.

a._____

_____

b._____

_____

SESSION 5: KNOWING YOUR NEEDS (VALUES)

What do you want out of life?

How would you answer this question? Did you immediately think: "To be happy, of course!" Many of us would respond the same way. Happiness is a goal most people seek.

Suppose you were asked another question: "What do you need in order to be happy?" It is not an easy question to answer. Perhaps after giving it some thought, you might be able to list some of the things as a successful career, a nice home, good health, a happy marriage. We would call this a list of needs you would seek to fulfill in order to feel content with your life. Trying to satisfy these needs is the driving force behind many of our actions or decisions. Often we might not be aware of why we want to switch careers, move to another town, or buy a new car. However, if we learn more about which needs we feel are most important we will discover the reasons behind some of our actions[1].

Since most of us will spend a major part of our working hours working, our jobs and careers become important means through which we seek to satisfy our needs. However, people often find it impossible to satisfy all of their needs through working. They look to other experiences such as families, hobbies, and outside interests, as well. The purpose of this session is to discuss three major types of needs and how people seek to satisfy these needs in and out of the workplace. If we plan for careers

which meet a number of our important needs, we will probably feel more satisfied with our work and perform more effectively. If we can fulfill those needs not being met at work through our leisure and recreational activities, we are even more likely to feel satisfied and happy with our lives.

The Concepts of Needs Is a T.A.R. Concept

Recall that the T.A.R. sequence helps you transform your internship setting into a learning experience. This means that while you are on your first internship you will observe how various concepts apply to you and your internship department or organization. These concepts are called T.A.R. concepts. Needs is one such concept.

The activities in this session will enable you to understand the concept of needs. While you are on your internship, you will be asked to observe if and how your needs are satisfied by your employer. In the Seminar, your class will discuss and analyze these observations.

I
Another term which you may recall from Freshman Seminar is values. The terms "needs" and "values" are both used to explain why people behave as they do in making career and life decisions. Technically, a need is defined as something which motivates a person to strive for a particular goal. When the goal is reached, the need is satisfied or fulfilled. For example, we might say that people pursue career goals in acting because of a need to be creative and express themselves. Values are those things which a person feels are desirable or "good." We could also say that people choose acting careers because they value creativity and self.expression. Either way, you should be familiar with both terms. In the reading which follows, the word "needs" is used.

What Are the Different Types of Needs?

Because we are each individuals with our own personalities and past experiences, we differ in which needs we feel are the most important for us to satisfy. Are your needs the same as those of your parents? Probably not. Furthermore, our needs do not remain fixed or constant -- they change over time as we grow and mature. Just as your needs are now different from what they were ten years ago, you can bet that ten years from today, they will have changed again. However, experts who have studied our changing needs throughout adulthood have discovered there are broad categories of needs common to all human beings. There have been many different approaches proposed to classify these needs (Maslow, for example). In Coop Prep we will divide needs into three major types: economic needs, social needs, and ego needs.

ECONOMIC NEEDS

Economic needs are those needs which are concerned with obtaining the basic necessities of life and feeling secure about having them. We all need food, shelter, health care, and protection from danger. Since, in our culture, few of us still grow our own food or build our own homes, we must purchase these necessities from others. Work is the major way we provide ourselves with the means to obtain what we need to survive. The money we earn is what we use most frequently to acquire the basic necessities.

However, once we have acquired the basic necessities, we also want to feel secure about having them. For example, pension

plans can guarantee workers future financial security. Medical coverage provided by our employers can give us confidence that we will be able to have good health care. These benefits would cost us a great deal of money if we had to provide them ourselves. Therefore, our employer is helping us meet our economic needs without directly paying us in cash.

While the satisfaction of economic needs is important to all of us, which way we prefer to fulfill them indicates our personal work needs. Some of us seek positions where the primary economic benefit is a high salary. Others might be willing to receive less salary if a position provided extensive medical coverage and a generous life insurance plan. For these individuals, the guarantee of future financial security is a greater need than a large income now.

SOCIAL NEEDS

Social needs are those needs we have to be accepted as a member of a group and to have satisfying relationships with others. We are all members of several groups. We belong to families, neighborhoods, clubs and teams. Many people look to their workplace to fulfill their social needs. They form friendships with co-workers. They are active on company athletic teams. Or they meet new people through their work, such as customers or clients of their company. There are even cases where people have turned down promotions because the promotions would have required them to leave their friends at work. Other people fulfill their

social needs outside the work setting in their leisure time. They do not mind jobs which require them to work alone and might even prefer to be only casually acquainted with their co-workers.

EGO NEEDS

Ego needs are those needs we have to feel proud of ourselves and to feel respected by others. In our society, success in the workplace is one way we can prove our skills and abilities. Therefore, many of us seek to fulfill our ego needs through our work or careers. There are two major ways our ego needs can be satisfied. One way is through the work tasks themselves. If our work tasks are challenging and require us to use skill and creativity, we can feel proud of our abilities. When we receive recognition for handling our work tasks well we feel good about ourselves. We can say the work itself is meeting our ego needs. The second way our ego needs are met in the workplace is through the symbols of success. These can be such things as a fancy office, an expense account, or an impressive job title such as vice-president or department manager. These symbols indicate to others that we are important people or valuable workers.

Most of us seek to satisfy our ego needs in both ways - through interesting work tasks and the symbols of success. Some people make clear choices between the two types of ego need satisfactions. For example, a social worker who works with senior citizens might derive great satisfaction from helping others live better a life. However, she is unlikely to have a spacious, beautifully-decorated office or to be able to afford a

luxury car. On the other hand, there are people who have all the symbols of success, but are bored or dissatisfied with the work they do. A famous example was Charles Ives, who was a highly successful executive in an insurance company. His real ego satisfaction came from the music he composed in his spare time. After his death, he became recognized as one of this country's greatest composers. Charles Ives also illustrates that ego needs can be met outside of the work setting.

What Are the Advantages of Knowing Your Needs?

While the three major types of needs described are important to all of us, each of us has a different order of importance in which we place them. Knowing what your needs are can help you to plan a career related to some of your important needs. If your most important needs involve future financial security, you might look for opportunities which provide strong pension programs, such as the Civil Service. If you place a high value on good social relationships you could seek positions with a lot of "people contact" like sales or customer service. If you get a lot of ego satisfaction from the challenge of problem-solving, you may consider work which involves computer programming or accounting information systems.

Secondly, if you are a student who is now working, knowing your needs can help you to evaluate the position you presently hold. Is it meeting your needs? Can it ever? Should you strive to

satisfy some of your needs outside of work? Change your position? These are key questions for your personal career and life plans.

The In-Class Activity which follows asks you to "listen" to a worker describe her job and then to consider whether her personal needs are being met. This activity will give you practice in the type of careful listening and observing you will need to do while you are on your internship. Preview the materials for the In-Class Activity but do not work on them at this time.

Now turn to page 90 and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITY FOR SESSION 5

In this activity you will "eavesdrop" on a telephone conversation in which a worker is discussing her job. You will be asked to identify the facts the worker gives about her job; make inferences about her needs from what she says; and, make a judgment as to whether you think she has made important needs at this time.

The terms facts, inferences, and judgments may be new to you, if you have not taken any oral skills' courses at LaGuardia. It is important to understand the meaning of these terms because they will be used frequently in your first Internship Seminar. They are defined as follows:

FACTS

Behavior or objects we can observe through our senses (sight, sound, touch, taste, or smell) are considered facts. For example: "My math instructor is wearing a blue shirt," is a statement of fact.

INFERENCES

Opinions, interpretations or conclusions about facts are called inferences. For example, "My math instructor's favorite color must be blue," is considered an inference (about the fact that he is wearing a blue shirt).

JUDGMENTS

Opinions or personal reactions which evaluate facts as good or bad, positive or negative, or which advise a particular course of action are called judgments. For example: "My math instructor looks good in blue clothes," is a judgment. So is: "My math instructor doesn't look good in blue clothes. He should wear brown."

With these definitions in mind, preview the Guide Statements which follow, and then read the story Rags to Riches?

GUIDE STATEMENTS FOR THE IN-CLASS ACTIVITY: RAGS TO RICHES?

In the story Rags to Riches?, Bonnie talks about her job as a buyer's clerical. This exercise asks you to consider the facts and opinions given by Bonnie, in order to determine which of her needs are being satisfied and which are not.

1. Identify at least three facts you learn about Bonnie's present job as a buyer's clerical. (You can list more if you spot them in the story.)

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. Consider the three different kinds of needs discussed in this session. For each one, decide if Bonnie feels satisfied or dissatisfied with the way the need is being met on her job. Check the box which indicates your inference. Then provide facts from the story which support your inference.

a. Economic Needs (to obtain the basic necessities of life and feel secure about having them)	Bonnie's Feelings	Facts Which Support Inference
	[ ] Satisfied	_____
	[ ] Dissatisfied	_____

b. Social Needs
(to be accepted as a member of a group and have satisfying relationships with others)

[ ] Satisfied _____
[ ] Dissatisfied _____

c. Ego Needs
(to feel proud of oneself and respected by others)

[ ] Satisfied _____
[ ] Dissatisfied _____

3. Now make a judgment. From the information given, and your inferences about Bonnie's needs, do you think her career plan to become a buyer is a good one? Explain.

_____

_____

_____

_____

4. List the three different types of needs in their order of importance to you at this time, and explain with a fact (example) why it is important.

1. _____
(most important)

_____

_____

2. _____

_____

_____

3. _____
(least important)

_____

_____

RAGS TO RICHES?

Bonnie is a clerical assistant to a very successful dress buyer for the famous department store Rosengale's. She hopes to follow in her boss' footsteps and become a buyer someday. Her boss is out of the office for the afternoon so Bonnie is taking some time to call her girlfriend, JoAnne.

Hello, JoAnne. This is Bonnie, How 'ya doing? Did you speak to Susan about the party Saturday night? Me? I'm fine. The "dragon lady" is out at a dress manufacturer this afternoon so I thought I would take advantage of a moment's relaxation. When she's gone, the pressure eases up just a bit. But you should see the load of invoices she left for me to check. It's enough to keep me here until midnight, Yeah, sure, I'm supposed to get off at five. But I never leave on time. She insists all the invoices and sales records have to be processed each day so the computer report is absolutely perfect. That way she knows exactly what the inventory is every day. Just in case she needs to reorder a "best seller" quickly so we're not out of stock. She doesn't want customers going to another store to buy. So sometimes I'm stuck here all alone in this dusty stockroom just checking over sheets of numbers. BORING!

Overtime pay? Are you kidding? I'm considered an executive as a buyer's clerical so I get a straight weekly salary no matter how much time I work. Technically, I'm supposed to get time off in the future -- when it's convenient. However, according to my boss, there is no convenient time for time off. As she likes to say, "In the "rag business" the most important days to work are when everyone else is off work and shopping."

The fashion show? Oh, it was great. Because the assistant buyer was out sick, my boss asked me to help out. What a lot of work -- but it was really exciting! We went all around Seventh Avenue visiting dress manufacturers, selecting the Spring line. They all treated us with such respect. The red carpet treatment. They took us out to lunch. The buyer really listened to my opinion. She was looking for some unusual hats and jewelry to go with the dresses. I thought of going to some antique stores. She loved the idea. I was really proud of myself. That's what I

love about retailing. Thinking up new ideas to present merchandise. At the end of the day, she said she would try to take me out to the "market" again. But I was exhausted. Then she asked me to go back to the office with her to check on the day's sales.

Oh yeah, my boss gave me an evaluation yesterday. She said I was doing fine and she requested a 10c an hour raise. Big deal, huh? At $3.60 an hour. I still won't be able to pay all of my bills at the end of the month. And I'm not a big spender. Rosengale's figures that since so many people want a job like mine, they don't have to give us many benefits.

She also said she would recommend me for a spot as an assistant buyer. That pays a little more money and you can really get involved in making some buying decisions. If you're good, there's no telling where you can wind up. Remember that guy Tony I told you about? The guy who was the clerical for the menswear buyer? He became an assistant buyer in men's accessories. He did well and in less than six months, he was promoted to buyer. Rosengale's gave him a big raise and a bonus and he's only 25. Buyers have it made! They get treated well by the manufacturers too. Gifts and fancy lunches.

I don't know if I'll get the position, however. The competition is really fierce. Rosengale's likes competition. They hire lots of clericals and let them fight it out for promotions. It's even worse among the buyers. If their department doesn't do well as the same department in another store, they worry about losing their job. I'm afraid to talk to anyone around here. Everyone is looking for a way to get ahead so if you mention anything about your job or your boss, it's sure to come back to haunt you. That's why I'm really glad I can talk to you and Susan.

Well, I'd better go now. I've still got these invoices to go over. If I hurry, I might be able to leave before the store closes. Maybe I'll be able to do some shopping. With my employer's discount, I can almost afford to shop here. Bye!

When you have completed the reading, return to page 101, and answer the Guide Statements. The class will discuss these questions during this session of Coop Prep.

ASSIGNMENT DUE SESSION 6

1. Complete any part of the In-Class Activity which was not covered in class. There is no additional written assignment.

2. Continue to work on your resume based on the feedback which your instructor has provided.

3. Read Session 6, pages 109-113 and answer the Guide Statements for Session 6, page 107 based on your reading.

GUIDE STATEMENTS FOR SESSION 6: LEARNING ABOUT CAREER FIELDS

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Explain why realistic information is necessary in making important career decisions.

   ---

2. Answer True or False: "Obtaining and using realistic information is not important for students who are majoring in technical career areas."

   Explain your answer.

   ---

3. Write five questions which you have about the (a) career field which you are considering. These may be selected from the list on pages 112-113 or other questions that are important to you.

   a. ---

   ---

   b. ---

   ---

c. ----------

---

d. ----------

---

e. ----------

SESSION 6: LEARNING ABOUT CAREER FIELDS

The work we do has a great effect on the kind of life we lead. It often influences where we live, the friends we have, how we spend our leisure time, and whether or not we feel happy and productive. Yet many people do not seek out factual information in making their important career decisions. Instead, they rely on misinformation about careers and unrealistic thinking about the job market[1]. For example, some students feel that in order to succeed in data processing, all that is required is a strong desire to make money. Others believe that an Associates Degree in Business will automatically qualify them for a managerial position. Neither of these statements is correct. The Coop program at LaGuardia emphasizes the importance of realistically learning about the career field(s) you are considering.

While on a Coop internship, you can learn about a career field through direct experience. You will have an opportunity to observe what goes on around you, and ask questions of people actually working in that field. This type of career exploration can help you make decisions based on factual information rather than on hearsay or untested ideas.

If you have selected a major that is quite technical (e.g., accounting, data processing, or secretarial science), you may feel that you've already made a specific career decision. But how can you be sure if it's right for you? In part, by learning all you can about the particular field and then using your internship to confirm or change your decision[2]. If your major is

more general in nature (e.g., liberal arts or business), you might wish to investigate and explore different career field related to your studies (e.g., journalism, personnel, retailing). Either way, the more you can rely on realistic information, the better your career decisions will be.

1
Malnig, L. & Morrow, S., What Can I Do With A Major In...? Saint Peters College Press, Jersey City, 1979, p. vii.

2
Today it is not uncommon for people to change careers once or twice in their working lives. (Ronald Reagan's switch from acting to politics is a classic example.) The point is that career decisions (and the need for realistic information) are likely to occur tnroughout adulthood, rather than one time, between the ages of eighteen and twenty-four.

What Are the Reasons for Seeking Career Information?

Occupational Information is important for many reasons. Following are some of those reasons:

- facilitates realistic choice
- indicates factors to be considered in the choice process
- reveals realities of work content and work situations
- corrects misinformation and misunderstandings
- facilitates comparison of self (skills, needs) and occupations
- uncovers other interests
- uncovers needs to be satisfied through work
- motivates toward career planning
- motivates toward education and training needs
- guides preparation for work
- indicates long-range opportunities
- indicates work's effects on way of life
- presents beginning and average salaries as well as top earnings
- presents disadvantages as well as advantages
- indicates ways of entering occupations
- guides presentation in job interviews
- spurs further gathering of occupational information

What Kind of Information Helps People Make Career Decisions?

It would be impossible to present all of the ways in which useful career information can be sought. However, listed below are twenty questions which LaGuardia students are encouraged to ask about any career field they are considering[3].

The Nature of the Work Itself

1. How does the field of your choice serve society? What is its purpose or function?
2. What is a typical work day like? What are the major activities? How are the hours spent? What kinds of interactions take place with others?
3. What are the toughest problems and decisions that must be made?
4. What skills (technical and interpersonal) are especially useful or necessary?
5. How specialized (structured) is this field and what are the various specialty areas?
6. What is the physical work environment like?

Prior Experience Needed

7. What special education, training, or licenses are needed? How are they obtained?
8. What type of previous work experience would be helpful?

Career Considerations

9. What are the general salary and promotional opportunities?
10. What kind of career "mobility" is possible -- i.e., moving within the same field or from one industry to another? Geographic mobility?
11. How rapidly is the field expanding? Shrinking?

[3] Adapted from Moore, C.G., The Career Game, National Institute of Career Planning, New York, 1976, pp. 182-200.

12. How secure is employment in the field?
13. What are the fringe benefits?
14. What are the opportunities for women? Minorities?
15. What changes or new trends are occuring within the field?

Lifestyle Considerations

16. What are the opportunities for travel? Vacations?
17. How flexible are the hours? Dress codes?
18. What effects are likely on family or other social relationships?
19. How much pressure does the work involve?

Internship Opportunities

20. How can I use the internship opportunities at LaGuardia to answer many of the above questions?

The In-Class Activity for this Session will be a discussion of these and other questions led by your Coop Prep instructor.

Now return to page 107 and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITY FOR SESSION 6

Please read through this assignment as you wait for class to start.

The purpose of the visit to the Center is to introduce the many varied resources available to you for your career research. For example, you will receive an orientation to the resources in the Center which will provide important career information (The Occupational Outlook Handbook; The Dictionary of Occupational Titles; The Catalyst Series; The Career Files; The Encyclopedia of Careers; Lovejoy's College Guide; College Catalogs; etc.) Also during the session there will be a demonstration of the career computer which can provide detailed print-outs on specific colleges and specific occupations. The remainder of the session will be set aside for the following career assignment. If you do not complete this assignment during class time, you must make arrangements to return to the Center to finish before the next Coop Prep class, Session 7. Bring the assignment to Coop Prep, Session 7.

Keep a copy of this assignment! You will be required to further develop this assignment during your second seminar. (Reminder: You will take a seminar class during each internship. Seminar #2 deals with opportunities within your career.)

1. In the Guide Statements to this session, you were required to write 5 questions which you need answered in order to know about your career choice(s). Refer to those questions

now. Using some of the career materials introduced during the presentation, find the answers to the questions raised.

CAREER FIELD:_____

Question #1_____

Answer_____

_____

Question #1_____

Answer_____

_____

Question #2_____

Answer_____

_____

Question #3_____

Answer_____

_____

Question #4_____

Answer_____

_____

Question #5_____

Answer_____

_____

List your source(s)_____

_____

_____

_____

2. In Coop Prep Session 10, you will begin looking at your future life/career options. One of your options might be to

continue your education. Therefore, select a college catalog of your choice. Find the answer to a question of interest to you.

COLLEGE:_____

What do you want to know about this college?_____

_____

Answer_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ASSIGNMENT DUE SESSION 7

1. Your instructor may require a career information assignment based on today's session of Coop Prep.

2. Read Session 7, pages 120-127, and answer the Guide Statements for Session 7, pages 118-119, based on your reading.

GUIDE STATEMENTS FOR SESSION 7: SETTING PERSONAL OBJECTIVES FOR YOUR INTERNSHIP

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Explain what is meant by personal objectives for an internship.

   _____

   _____

   _____

2. Label the following statements as true (T) or false (F):

   _____a. Your Coop Coordinator considers your personal objectives before and after your internship experience.

   _____b. Only students who have not decided on a specific career can benefit from setting personal objectives.

   _____c. Personal objectives specify something that you want to accomplish while on your internship.

3. Identify the three major types of personal objectives:

   a._____

   b._____

   c._____

4. Label each of the following personal objectives as an example of Career Exploration/Confirmation, Application of

Classroom Concepts, Interpersonal Skill Development, or Technical Skill Development.

	Personal Objective	Type of Objective
a.	I will relate my knowledge of accounting to the way a bank keeps records, by studying the daily balance sheet for tellers.	_____
b.	I will increase my confidence in speaking before a group, by volunteering a comment at each weekly staff meeting.	_____
c.	I will learn about the requirements for becoming a bilingual elementary school teacher, by writing to the Board of Education for career information and interviewing a bilingual education teacher.	_____
d.	I will improve my accuracy using a desk calculator, by practicing on one at least twice every week.	_____

SESSION 7: SETTING PERSONAL OBJECTIVES FOR YOUR INTERNSHIP

What Are Personal Objectives?

In our first session, you learned that the Coop program is designed to provide students with the opportunity to:

- -- explore various career possibilities or confirm career plans
- -- apply classroom learning to work situations
- -- practice or strengthen interpersonal or work-related technical skills

These statements tell you in a general way what we hope students will be able to accomplish through their internship experiences. In other words, they are the goals or "objectives" set for all students by the Division of Cooperative Education. You also know that each student plans an individual program of learning, with the assistance of a Coop Advisor. It is through this individual planning that the Coop program becomes specific or personal to you.

When we speak of personal objectives for your internship, we mean any aim, purpose, or learning which you want to accomplish while on your internship. They are therefore short-term in nature, rather than long range career or life plans. Personal objectives can take many forms, as you will soon see. Learning more about the work of a zoo keeper could be a personal learning objective. So might applying marketing principles in a sales environment; or improving skills such as oral communications or stenography. Your personal objectives may be similar to or different from

those of the student sitting next to you. The main point is that you must consider what you want to learn from your internship experience(s).

These points apply equally to students who have "decided" upon specific careers, as well as to students who are "undecided" at this time. They also hold true for working students who want to use their present position as the basis for an internship (e.g., many Extended Day students). Each student must set objectives which are related to his/her academic interests, career plans, and personal skill development.

Why Are Personal Objectives Important?

Would you spend all your time, energy, and life itself preparing for a voyage, the purpose and destination of which is unknown? Obviously not! In Cooperative Education, you identify your destination (objectives) to obtain the maximum benefits from your Coop internship experience.

Internship learning objectives fulfill the basic philosophy of Cooperative Education: that the workplace is an extension of the classroom by giving students an opportunity to turn the "work" experience into an educational one. You take responsibility for identifying a specific learning objective and make a personal commitment toward working at accomplishing that objective. The amount of progress made toward achieving the objective is an important factor in determining your internship grade.

In planning for your internships, your Coop Coordinator does not want to just "send you out" -- and hope things work out for the best. He/she wants to know what you want to gain from the experience. What you hope to learn. Accomplish. Achieve. In other words, your personal objectives.

Personal objectives are important for three reasons. First, because they focus on <u>you</u>. They make the internship an experience you pursue for specific reasons which relate to your growth and development. Second, because they help you and your advisor consider and discuss the suitability of various internships. The clearer your personal objectives are, the better you will be able to judge if the position is "right for you." Third, because it gives you and your coordinator a means for evaluating your internship experience when it is over: Were you able to achieve your personal objectives? If so, How? How well?

Many employers and supervisors are involved in management objectives, management by results, or evaluation by objectives; they are happy to see College students evaluating their work experience in this manner. Learning objectives contribute to opening a dialogue between you and your supervisor and can serve as a vehicle to gain greater recognition from an employer. Preparing specific learning objectives also teaches an important lesson: the value and purpose of a planned course of action.

However, without <u>clear</u> objectives, learning is haphazard and random at best. If objectives are to be realized they must be

verifiable. No one can accomplish an ambiguous objective. Students need to know what their objectives are, what actions contribute toward achieving those objectives and when they have been accomplished.

Guidelines for Setting Personal Objectives

Here are some guidelines to keep in mind as you begin to think about your personal learning objectives for the internship.

Learning objectives are:

1. Written statements about what you want to accomplish on your internship. Writing them down establishes a record and makes them easier to review.
2. Expressed in terms of what you will do and how you will do it. This is called a "performance statement." For example: "I will become aware of the degrees needed to become a psychologist, by interviewing a practicing psychologist about the educational requirements in the field."
3. As specific as you can make them (rather than broad and general). For example: "I will increase my typing speed from 40 to 45 wpm." (Rather than, "I will improve my clerical skills.")

The easiest way to make objectives specific is to write statements using quantitative terms: interview two accounting managers; take a five minute timed typing test twice a month; learn five new business words each week; cut out ten accounting positions from Sunday New York Times section 9.

Your Coop Advisor will go over your learning objectives with you during the placement process. He/she will assist you in clarifying them and in judging if your objectives are "realistic" and "achievable." For example, will the type of internship you have in mind provide an opportunity for you to accomplish your objective(s)? Your coordinator may also suggest new objectives or specify ways for you to attain them. The extent to which you achieve your objectives will be discussed during your Final Evaluation Conference after the internship.

An Example of How a Personal Objective Is Set

Read the following conversation between a student named Karen, and her Coop Advisor, as an example of how this process works:

ADVISOR: So Karen, what are your personal objectives for your internship?

KAREN: Well, I'm really interested in law.

ADVISOR: What specifically interests you about law?

KAREN: Everything, I guess. Especially the work that lawyers do in the courtroom. Like how do they know what to ask witnesses on trial?

ADVISOR: Are you talking about their preparation?

KAREN: Yes. That's it.

ADVISOR: How could you learn more about courtroom preparation while on your internship.

KAREN: I suppose I could do my internship in a law firm. I would be able to see and ask one of the lawyers.

ADVISOR: Yes. But what would you observe? What questions would you ask?

KAREN: The steps he or she takes to get ready for a trial.

ADVISOR: O.K. Could you put this personal objective into your own words now.

KAREN: I will find out how a lawyer gets ready for a courtcase, by observing and asking questions of three lawyers preparing for trials.

ADVISOR: That sounds fine to me.

Karen's personal objective would then be written down. You can note from the discussion that her objective expresses what she will do, and how she will do it. It is specific, and seems realistic for the type of internship she is discussing.

Learning Objectives are statements that describe WHAT WILL BE DONE, HOW IT WILL BE DONE, HOW IT WILL BE EVALUATED at the end of a period of time using SPECIFIC AND QUANTIFIED TERMS.

Types of Personal Objectives

There is no limit to the different number of personal objectives LaGuardia students may set. They are as varied as the students themselves. However, from our experience in working with thousands of students over the years, three types of objectives seem to come up again and again. You should be aware of these three types of objectives, as one or more examples may apply to you.

1. Career Exploration/Confirmation

This type of objective aims at investigating a new career field (exploration), or determining if the field which you have chosen is right for you (confirmation). People and information from your internship organization may be used as resources. For example:

a. I will learn the requirements for becoming a Certified Public Accountant (CPA) by interviewing two accountants of my internship organization about education, salary, duties.

b. I will determine whether the field of nursing is right for me, by observing and asking at least three nurses how they cope with illness on a daily basis.

2. Application of Classroom Concepts

This type of objective aims at relating your classroom learning to a work setting. For example:

a. I will apply my knowledge of psychology, by assisting a special education teacher in planning her lessons and develop and conduct a lesson plan of my own.

b. I will use my knowledge of advertising by assisting my employer in planning an ad campaign.

In your first Internship Seminar, you will also relate specific academic concepts to your internship setting.

3. Skill Development

This type of objective aims at practicing or strengthening a skill. These may be interpersonal skills or technical skills as discussed in Session 3. For example:

Interpersonal Skills

a. I will practice my English pronunciation skills, by reading aloud at least one magazine or newspaper article each week.

b. I will increase my assertiveness, by speaking up during each weekly staff meeting I attend in my department.

Technical Skills

a. I will practice my typing by volunteering to take on at least one typing assignment each week, when my filing work is completed.

b. I will strengthen my business writing skills, by writing one letter/memo/article each week and asking for feedback from a senior co-worker.

In the In-Class Activities which follow, you will begin writing your learning objectives for the first internship. You will also discuss how to use the Internship Opportunities Catalog (IOC) in making your internship selections. Preview the material for the In-Class Activities but do not work on them at this time.

Now return to page 118, and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITIES FOR SESSION 7 NAME_____

A. Writing Personal Learning Objectives

Begin to sharpen your thinking about learning objectives by writing them as performance statements -- expressing what you will do and how you will do it. Write at least three learning objectives for your first internship.

1. Career Exploration/Confirmation

I will_____
(WHAT you will do)

by_____
(HOW you will do it)

2. Application of Classroom Concepts

I will_____
(WHAT you will do)

by_____
(HOW you will do it)

3. Skill Development

a. Interpersonal

I will_____
(WHAT you will do)

by_____
(HOW you will do it)

b. Technical

I will_____
(WHAT you will do)

by_____
(HOW you will do it)

Note: This part of the In-Class Activity will be collected as part of the Homework assignment.

Sample Learning Objectives LaGuardia Students

Have Used For Their Internships:

A. APPLY/STRENGTHEN INTERPERSONAL SKILLS

1. To become more assertive and overcome shyness.
2. To improve my verbal communication skills (either pronunciation, grammar or vocabulary).
3. To strengthen my ability to understand and work effectively with children.
4. To improve my ability to converse informally with my manager, supervisor or co-workers.
5. To improve my ability to work under pressure.
6. To practice taking the initiative.
7. To practice good organizational skills on a regular basis.

B. APPLY/STRENGTHEN TECHNICAL SKILLS

8. To improve writing skills (business letter writing/ memo writing).
9. To improve typing or steno speed from _____ to ____ w.p.m.
10. To strengthen my ability to instruct children in arts and crafts.
11. To improve my telephone techniques.

C. CAREER EXPLORATION

12. To explore the uses of computer technology in my career field.

13. To learn new information (salary ranges, job responsibilities, education, advancement opportunities, skills required, etc.) about a specific career field (finance, personnel, systems analyst, comptroller or teaching).

14. To learn at least 2 possible career paths in the field of _____.

D. APPLICATION OF CLASSROOM LEARNING

15. To apply and strengthen my documentation/reading skills as learned in accounting course.

16. To learn the information-gathering steps involved in writing a program.

17. To learn how to prepare a lesson plan and conduct a class.

18. To observe and analyze a concept (e.g., leadership styles or freedom) introduced in the classroom.

B. Selecting Internship Positions Based on Your Personal Objectives

Your instructor will provide you with a copy of the Internship Opportunities Catalog (IOC). He/she will explain how to use this book to your class. Your assignment will be to select a number of internship positions from the IOC that you feel are appropriate for your first internship.

What You Should Consider When Making Internship Selections

As you know, your internship experience is primarily intended as an opportunity for learning. It is not a job in the everyday sense of the word. Your choice of an internship should be what you want to learn. Another way of saying this is that your choice of an internship should be based on your learning objectives.

If you know what you want to accomplish, you can look at an internship opportunity and ask: "Will this position enable me to achieve my personal learning objectives?" Your Coop Advisor will assist you in answering this question.

Realistically Speaking...

This session has emphasized the importance of your goals and choices in preparing for an internship. We believe that this type of thinking and decision-making is essential to good career planning. In an ideal world, you would set personal objectives as outlined, and then be placed in a "perfect" internship -- one which satisfies all of your objectives. Nothing would please

your Coop Advisor more, or make his/her job easier.

Realistically speaking, there are a number of factors which affect your getting the internship you may want. Sometimes the Division of Cooperative Education does not have internship positions in specialized fields sought by students. Examples would be airplane mechanics, fashion design, or cosmetology. Sometimes there is stiff competition for a limited number of internships which several students find desirable. For example, a buyer's assistant position or data processing internships at IBM. Sometimes an internship will satisfy one, but not all of your personal objectives, requiring you to weigh advantages and disadvantages. And so on.

These are "realities" of the Coop program. Knowing them should not discourage you about internship opportunities. In fact, a large percentage of LaGuardia students tell us that their internships are among their most rewarding experiences at the college.

However, when discussing your internship preferences with your Coop Advisor, keep in mind the following suggestions:

-- know what your learning objectives are but be <u>flexible</u> in considering a number of positions. If you do not get your "first choice," remain open to other possibilities.

-- Realize that as an intern, your day-to-day work assignments are only a part of the overall learning experience. Many students will learn more from their

work "environment" than from their specific tasks. A routine clerical position can become exciting for the intern who observes carefully and asks the right questions.

ASSIGNMENT DUE SESSION 8

1. Complete the Internship Preference Form on the next page. (This list will serve as a guide to your Coop Coordinator when you meet to plan for your internship placement.)
   Attach your written set of learning objectives page 128 to the Internship Preference Form. This assignment will be collected in the next session of Coop Prep.

2. Read Session 8, pages 138-145, and answer the Guide Statements for Session 8, pages 136-137, based on your reading.

3. Bring your copy of the Internship Opportunities Catalog with you to the next session of Coop Prep.

INTERNSHIP PREFERENCE FORM

Carefully read the descriptions in the Internship Opportunities Catalog. Then select six positions which you believe will enable you to achieve one or more of your personal objectives. Different positions may enable you to achieve different objectives. However, each of your selections should be related to at least one personal objective.

Code Number	Title of Position	Company or Organization	Internship Coordinator	Explain How Each Position Will Enable You To Achieve One Or More Of Your Personal Objectives. Be Specific.

NAME _____

GUIDE STATEMENTS FOR SESSION 8: PREPARING FOR AN EMPLOYMENT INTERVIEW

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Explain the purpose of the interviewer and the interviewee in an employment interview.

_____

_____

_____

_____

2. Identify and briefly describe the three main parts of an employment interview.

a._____

_____

_____

_____

b._____

_____

_____

_____

_____

c._____

_____

_____

3. Label the following statements as True (T) or False (F).

_____a. Your handshake, dress, and tone of voice can make a positive impression on the interviewer.

_____b. Uppermost in the interviewer's mind is the question: "Why should I hire you?"

_____c. The most effective answers are general statements.

_____d. The interviewer is responsible for enabling you to have a successful interview.

_____e. You can not really prepare for an interview because each employer asks different questions.

SESSION 8: PREPARING FOR AN EMPLOYMENT INTERVIEW

If you look back over the work you've completed you'll see that you have identified a great deal of information about yourself. You've reviewed some of your life accomplishments and identified skills that you possess. You've explored your work needs (values) and identified your personal objectives. You've summarized your personal history in a resume. All this information about yourself can now be pulled together to help you prepare for your employment interview.

What Is an Employment Interview?

There are several different types of interviews. Each type has a general format or set of guidelines and specific purpose. You may have seen one type on T.V. in which a well known person like Barbara Walters "interviews" a celebrity like Burt Reynolds or Richard Pryor. Basically, any type of interview consists of the use of questions to find out information.

An employment interview is a face-to-face speaking situation in which two (or more) people ask and answer questions with a definite purpose in mind. The interviewer's purpose is to select a capable person who can perform well in a specific position. The interviewer is asking the basic question: "Why should I hire you?" The interviewee's purpose is to communicate his/her worth in such a way as to convince the employer that he/she is the best qualified person for that position. The interviewee is therefore answering with: "This is why you should hire me."

What Should You Expect?

An employment interview has a structure made up of three main parts: (A) Introduction; (B) Body, which includes a review of the candidate's background and a matching of the candidate with the specific position and (C) Closing.

A. Introduction

The interviewer uses the introduction of the employment interview to mentally record some initial impressions about you and also to attempt to put you at ease. Rather than ask you questions about your qualifications right away, the interviewer might comment about the weather, sports or any other neutral topic.

Most of the communication being observed by the interviewer at this time is non-verbal. Let's examine six aspects of non-verbal communication which, if used effectively, will help you create a positive first impression.

1. Time

Being on time for the employment interview is absolutely vital. It is a positive non-verbal communication which emphasizes your interest in the position and your sense of responsibility. Arriving 10-15 minutes before the appointed time will give you the chance to relax and collect your thoughts.

2. Handshake

A handshake is a typical business greeting for both men and women. You can use this opportunity to physically demonstrate a sense of warmth and confidence. Practice shaking hands and introducing yourself to people. For example, "Good morning Miss Kron (interviewer), my name is Henry Williams and I am here to apply for the

position of copy assistant." Remember to make the handshake firm but not painful!

3. Dress and Appearance

The clothes that you choose to wear to an employment interview tell a lot about you. Informal dress, such as jeans, sneakers, bare top dresses, etc., have no place in the formal, business-like setting of the employment interview. Needless to say, wrinkled or dirty clothes, loud jewelry, exotic hair styles, flashy make-up, etc., tend to distract the interviewer from what you are saving about your qualifications. Most interviewers suggest a business suit for a man and a tailored outfit for a woman with appropriate make-up, hair style and accessories.

4. Eye Contact

In the American culture, direct eye contact (not eyeball staring) is viewed as a positive communication behavior. If you look at the interviewer when you greet him/her, when you describe your qualifications or ask a question, you are more apt to communicate honesty and confidence. If you leave the interview remembering more about the fly on the wall than the interviewer's face, you may not have been using eye contact effectively. Practice.

5. Tone of Voice

A clear and audible voice will positively reinforce everything you say about yourself. You may have never heard yourself speak. This would be a good time for you to listen to your voice. Practice greetings and answering several interview questions with a friend. Record your voice on a tape recorder if you have one. Does your voice sound confident, enthusiastic, assertive? If not, keep practicing.

6. Facial Expressions and Body Posture

If a "look is worth a thousand words," this is a very good time to try to discover how you can use your face and body to say something positive about yourself. Your body language should communicate that you are a pleasant, relaxed and alert individual.

The introduction section of the employment interview takes only a minute or two of time but during that brief period you have the opportunity to create a very positive impression. Just remember to use all the aspects of non-verbal communication to make a good impression from the moment you walk in.

B. Body of the Employment Interview

Once a sense of ease and general purpose has been established in the introduction, both you and the interviewer will want to move on to finding out information about the position and yourself. This is the body of the employment interview. Your goal in this section is twofold: first, to answer the interviewer's questions to the best of your ability; and second, to ask appropriate questions and learn as much information as possible about the position. The interviewer's goal is to learn as much information as possible about you, your skills and personal objectives, in order to decide whether to offer you the position or not. Both of you will accomplish your goals of information gathering through the use of interview questions.

The interviewer will use questions to review your background and sort out the facts and impressions received during the introduction. Most likely, he/she will want to cover such topics as your education, previous employment and experience, interpersonal and technical skills, accomplishments, and sense of career direction and objectives. Whether the interviewer asks directly or not, the main questions in his/her mind during the interview is: Why should I hire you? In other words, the

interviewer basically wants to know: Why are you here? What kind of a person are you? and, What can you do for me?

Your answers should be honest, detailed, factual, and spoken in correct English. Remember, directly or indirectly you want to communicate: This is why I'm here (your objectives); This is the kind of person I am (your accomplishments, needs/values); and, This is what I can do for you (your interpersonal and technical skills). That is why you should hire me!

We will say more about handling this question-and-answer process skillfully in the ninth session of Coop Prep.

C. Closing

The interviewer will initiate the conclusion of the interview. You should be ready to recognize the signals. The interviewer might show non-verbal cues such as gathering together papers or pushing the chair away from the desk. The interviewer might just ask you if you have any questions before leaving. This would be a good opportunity for you to sum up your interest in the position and briefly restate your strong points. You should thank the interviewer for his/her time, clarify your understanding of what to expect next, shake hands and (with eye contact) say goodbye.

Many experts recommend a follow-up thank you letter to the interviewer. This letter can also serve as a reminder of your qualifications for the position.

Who Is Responsible for a Successful Interview?

Quite simply, you are responsible for the success of your interview. Even though we have attempted to present some general guidelines for an employment interview, you can never be absolutely sure about what to expect. Each interviewer has their own style. Some will ask you many direct questions; others will ask very broad questions. Some may seem rushed and pressured; others will be quite relaxed. No two interviewers will be exactly alike.

You can make your interview successful by being prepared.

How Can You Prepare for an Employment Interview?

The best preparation for the employment interview includes:

1. KNOWING THE POSITION - its specific duties and requirements.
2. KNOWING THE ORGANIZATION - even a few basic facts about the employer's products, services, programs, or problems. This type of information can often be obtained in libraries or from the Personnel Department or Public Relations office of the organization itself.
3. KNOWING YOURSELF - your own accomplishments, skills, needs/values and objectives as they relate to the position and organization. A top-notch resume is also a must.
4. ANTICIPATE TYPICAL INTERVIEW QUESTIONS - you can develop comfortable responses to questions which interviewers frequently ask.
5. HAVING SOME QUESTIONS IN MIND - which you can ask during the

course of the interview.

By taking these five "preparation steps," you can approach the interview feeling positive and "ready."

The In-Class Activity which follows will help you prepare for the upcoming Simulated Interview. You will select and analyze one position in terms of the five steps above. You and your classmates will practice your interviewing skills in the ninth session of Coop Prep. Preview the materials for the In-Class Activity but do not work on them at this time.

Reminder

Bring your copy of the Internship Opportunities Catalog with you to the next session of Coop Prep.

Now return to page 136, and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITY FOR SESSION 8

Selecting and Analyzing a Position

Begin your preparation by selecting a position in the Internship Opportunities Catalog which you would like to "apply for" in your Simulated Interview. This should be one of the selections you made on the Internship Preference Form, assigned for today. If you are employed, and hope to use your present position as the basis for an internship, do the activity anyway. It's good practice for the future.

Follow the directions and write your responses on the Interview Preparation Exercise, pages 146-148. Your instructor will provide further assistance, as needed.

INTERVIEW PREPARATION EXERCISE

Your Name _____

Code Number _____ Internship Title _____

Name of Employer _____

1. KNOWING THE POSITION

Read the position description carefully and list any duties or requirements which you find. Look for any information about what the employer wants you to do or expects of you. The descriptions in the IOC do vary in terms of detail provided, so read carefully.

Duties or Requirements _____

_____

_____

_____

2. KNOWING THE ORGANIZAITON

Again, read the position description and list any information about the employer, such as type of organization, size, product, or services. Add to this any background information which you already possess. You might want to do some further research before the actual interview.

Information About the Employer _____

_____

_____

_____

3. KNOWING YOURSELF

Throughout Coop Prep, we have emphasized the importance of knowing your accomplishments, skills, needs/values and objectives in career planning. During the interview, each of these topics must be communicated effectively. Reflect back on your Life Accomplishment narratives, Personal Skills Inventory, and list of Personal Objectives. Then, answer the questions below:

(a) How can your skill (technical or interpersonal) be used in this position?

(b) How can your personal objectives be met through this position?

---

4. ANTICIPATING TYPICAL INTERVIEW QUESTIONS

The interviewer will probably ask several questions. But from your reading, you know what underlying question in the interviewer's mind is: Why should I hire you? Even though this

question may not be asked directly, write a two to four sentence response that you are comfortable with. Relate your answer to the specific position and organization you've selected.

Why should I hire you?

_____

_____

_____

_____

_____

_____

5. HAVING SOME QUESTIONS IN MIND

Asking questions during the interview shows the interviewer that you are interested in the position. Your motivation may be judged by the kind of questions you ask. In addition, your questions can obtain information needed to help you decide if the position is right for you. Based on the position you have selected, write at least two questions which you have in mind.

Question: _____

_____

Question: _____

_____

Question: _____

_____

Question: _____

_____

The Assignment which follows builds upon the preparation which you have started in class.

ASSIGNMENT DUE SESSION 9

Note: This assignment should be completed before your Simulated Interview or the next session of Coop Prep, whichever comes first.

1. Review your responses on the Interview Preparation Exercise done in class, and make any changes or additions as needed.

2. Read the list of Thirty Questions Which Interviewers Frequently Ask, page 150-151. For the next session of Coop Prep. select any five of these questions and write out your answers on the Questions and Answers Practice Sheet, pages 153-154.

3. Read Session 9, pages 156 -166, and answer the Guide Statements for Session 9, pages 154-155, based on your reading.

4. Bring a copy of your resume and the Internship Opportunities Catalog to the next session of Coop Prep.

THIRTY QUESTIONS WHICH INTERVIEWERS FREQUENTLY ASK

Basic Question: Why should I hire you?

Why are you here?

1. Why are you interested in this position?
2. What are your short and long term career goals? (objectives?)
3. Why does this career field interest you?
4. What do you think our company can offer you?
5. What other areas are you interested in?
6. Why do you feel you'll be successful in this position?

What kind of a person are you?

7. Tell me about yourself.
8. What do you see yourself doing five (ten) years from now?
9. What does success mean to you?
10. What are your greatest strengths? weaknesses?
11. Why did you select a Coop College?
12. What are your hobbies?
13. What was your most satisfying (challenging) achievements?

What can you do for me?

14. What is your major?
15. Why did you select it?
16. What courses have you taken that will be helpful in this position?
17. What course did you enjoy the most? least? Why?
18. What is your grade point average at college?
19. Do you have any skills which will be useful in this position?
20. What were (are) your duties in your last (current) position?

21. How does that experience apply to this position?

22. What did you enjoy most/least about your last position?

23. Why did you leave your last position?

24. Do you work well with others?

25. Can you work without supervision?

26. What is your opinion of your present boss and co-workers?

27. How well do you communicate with others?

28. How dependable are you?

29. Are you responsible?

30. What kind of salary are you looking for?

QUESTION & ANSWER PRACTICE SHEET

Select any five questions from Thirty Questions Which Interviewers Frequently Ask and write out your answers in two to four sentences.

Interviewer's Question: _____

_____

Your Answer: _____

_____

_____

_____

_____

_____

Interviewer's Question: _____

_____

Your Answer: _____

_____

_____

_____

_____

_____

Interviewer's Question: _____

_____

Your Answer: _____

_____

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_____

_____

Interviewer's Question: _____

_____

Your Answer: _____

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_____

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_____

Interviewer's Question: _____

_____

Your Answer: _____

_____

_____

_____

_____

_____

GUIDE STATEMENTS FOR SESSION 9: PRACTICING YOUR INTERVIEW SKILLS

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading, answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Identify and briefly describe the three main types of interview questions.

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

2. Label the following as closed, fact, or opinion questions.

_____a. Who was your immediate supervisor?

_____b. What do you think about women as managers?

_____c. Are you willing to work overtime during our busy periods?

3. Label the following statements as True (T) or False (F).

_____a. The best way to communicate value and worth is to keep telling the interviewer how good you are.

_____b. Don't bore the interviewer with detail. Keep your answers broad.

_____c. Employment applications are only a formality. Complete them quickly and concentrate on more important things.

4. Explain the basic differences between a "simulated" interview and a "real" interview.

_____

_____

_____

_____

_____

_____

_____

_____

SESSION 9: PRACTICING YOUR INTERVIEW SKILLS

In the last session, the value of being prepared for an employment interview was emphasized. We pointed out that every aspect of your presentation -- from the introductory handshake to the closing goodbye -- has an impact on the interview. Perhaps the single most important skill learned by successful interviewees is how to answer questions effectively. In this session, we will take a closer look at the "question-and-answer" process. Some of you will recognize familiar oral communications strategies.

The Three Main Types of Interview Questions

Interview questions can be classified as closed, fact, or opinion questions. Knowledge of the three main types will help you to both predict the questions that will be asked and prepare appropriate responses. Let's look at the purpose of each type of question and some examples of each.

1. Closed Question

This type of question generally narrows the response to a one word or yes/no answer. Often, a more elaborate response will actually work in your favor.

Examples: Do you find it easy to get along with others?
Have you ever worked as a secretary before?
Do you prefer a day or evening shift?

2. Fact Question

This type of question is used to obtain specific, detailed information.

Examples: What were your duties at your last job?

How did you help to reorganize the mail distribution system?

Which office machines have you operated?

3. Opinion Question

This type of question allows for a wide variety of answers and is used to sample the interviewee's opinions, ideas, problem-solving abilities and speaking skills.

Examples: What do you see yourself doing 10 years from now?

What would you do if an angry customer demanded a refund on a final sale item?

How do you see yourself fitting into our department (organization)?

The Most Effective Answers

Now that you can anticipate some types of commonly asked questions, you are, no doubt, interested in knowing the type of answers that will help you get the position. There are many ways to answer a question, and therefore, no one right answer. The most effective answers are characterized as being honest, positive, thoughtful, detailed and specific, and are spoken in complete sentences in correct English. They communicate facts

about the interviewee's value and worth to the interviewer. Let's examine some typical questions and answers.

Read each question and examples of answers. Decide for yourself which answer most effectively communicates facts about the interviewee's value and worth to the interviewer.

Interviewer: Do you have any work experience? (Closed question)

Interviewee: a. Yes.

b. Yes. I once worked for a department store.

c. Yes. Last summer I worked as a cashier at May's department store. My duties included filling out sales slips, calculating receipts, making correct change, and taking inventory.

Answer "c" is very detailed and specific. The interviewee went beyond a yes/no answer and provided factual information which demonstrated his/her potential <u>value</u> to the interviewer.

Interviewer: What types of courses have you been taking in college? (Fact question)

Interviewee: a. Oh, lots of different courses.

b. I've been taking Business courses, mostly.

c. I'm a Business major and I've taken Introduction to Business, Principles of Management, and Writing for Business.

All three answers respond to the question, but, answer "c" directs the interviewer's attention to the courses and skills that might qualify the candidate for the position. It is <u>specific</u> and <u>factual</u>.

Interviewer: Why are you applying for this position? (Opinion question)

Interviewee:

a. It sounded interesting.

b. The hours fit in with my school schedule.

c. I am a Journalism major and this position will allow me to use my proofreading and editing skills.

Becoming skillful at employment interviewing requires preparation practice. The steps outlined in Session 8 and 9 will focus you in the right direction. But only through actual experience will you gain confidence and improve your interviewing style. That is why the Coop Prep course includes a Simulated Interview.

The Simulated Interview

As you recall from your reading in Session 1, the Simulated Interview is a required part of Coop Prep. It has two basic purposes. Namely: to enable you to practice your interviewing skills and, to provide you with feedback on your interviewing strengths and weaknesses.

The Simulated Interview is not the "real" interview for your eventual Coop internship. It is like a "warm-up" for that experience. However, most students find the process of completing an employment application, submitting a resume, and answering an interviewer's questions quite "true-to-life."

Simulated Interview Instructions

Use this list as a guide for successfully completing your Simulated Interview.

Before the Interview

1. Make an appointment for your Simulated Interview in Coop Prep or through your Coop Coordinator.
2. Select an internship, from the Internship Opportunities Catalogue, for which you want to be interviewed. Bring a copy of the description of that position with you to the Interview.
3. Complete the Interview Preparation Exercise and the Question and Answer Practice Sheet assigned in Coop Prep. Do not take them to the Simulated Interview.
4. Bring a copy of your resume in typewritten, final form.
5. Secretarial Science students may be required to bring a 5 minute typing test.
6. Dress appropriately for an interview.
7. Arrive 10-15 minutes early for your appointment. Interviews will be conducted in the Main Building, second floor or in the Coop employer's office
8. Fill out the Application for Employment while you are waiting to be interviewed.
9. Listen carefully to the interviewer. Use all of the interviewing skills (non-verbal, preparation, oral communications) taught in Coop Prep.
10. At the conclusion of the interview, ask the interviewer for

feedback on your performance.

After the Interview

11. Raise any questions at the next session of Coop Prep or when you meet with your instructor personally.

A Word About the Employment Application

You will note that an employment application is to be filled out prior to the Simulated Interview (step 8). As you would expect, there are many different versions of this type of form. However, the information requested tends to be similar to that of your resume: personal data, educational and employment history, skills, interests, and references. In general, there are three qualities that an interviewer looks for in an employment application: neatness, completeness, and accuracy. Like the resume, the application is viewed as a sample of your work, and influences the reader accordingly.

Preview the Application for Employment which follows, but do not fill it in at this time. Be certain that you will be able to provide all of the information requested prior to your Simulated Interview.

APPLICATION FOR EMPLOYMENT

THE LAW PROHIBITS DISCRIMINATION BECAUSE OF AGE, SEX, RELIGION, RACE, COLOR, AND NATIONAL ORIGIN AND REQUIRES AFFIRMATIVE ACTION IN THE HIRING OF THE HANDICAPPED AND VETERANS.

PERSONAL DATA

Please Print

NAME (LAST) (FIRST) (MIDDLE INITIAL)

ADDRESS (STREET) (CITY) (STATE) (ZIP CODE) (TELEPONE NUMBER)

YOUR JOB REQUIREMENTS

Type of Work Desired

WORK LOCATION DESIRED SALARY DESIRED $ PER

When Could You Be Available To Begin Work?

CHECK APPROPRIATE BOX FOR TYPE OF EMPLOYMENT ☐ REGULAR ☐ PART-TIME ☐ TEMPORARY ☐ SUMMER ☐ COOPERATIVE EDUCATION

EMPLOYMENT EXPERIENCE

PLEASE LIST YOUR JOB HISTORY FOR THE PAST TEN YEARS (OR LAST FIVE EMPLOYERS). START WITH YOUR PRESENT STATUS AND NOTE ANY PERIODS IN WHICH YOU WERE NOT EMPLOYED. INCLUDE U.S. MILITARY SERVICE (SHOW RANK/RATE AT DISCHARGE BUT NOT TYPE OF DISCHARGE), SUMMER/PART-TIME JOBS AND COOPERATIVE EDUCATION ASSIGNMENTS.

COMPANY NAME & ADDRESS	DATES EMPLOYED (MONTH - YEAR)	POSITION TITLE & DESCRIPTION OF DUTIES	REASON FOR LEAVING
Name Address	From: To:		
Name Address	From: To:		
Name Address	From: To:		
Name Address	From: To:		
Name Address	From: To:		

EDUCATION AND TRAINING

TYPE OF SCHOOL	NAME & ADDRESS OF SCHOOL	DATES ATTENDED From --- To Mo/Yr.	Mo/Yr.	GRADUATED Yes	No	TYPE OF DEGREE, DIPLOMA OR CERTIFICATE	ACADEMIC STANDING Grade Average Out Of Base (e.g., 3.2/4.0)
High School (Last Attended)							
All Vocational Schools, Technical Institutes, & Junior Colleges							
All Colleges or Universities							
Other Training Including Military Schools & Equivalency Diplomas							

ACADEMIC ACHIEVEMENTS AND ACTIVITIES:

Please list academic honors, scholarships, or fellowships, memberships in academic honorary societies, or participation in or offices held in extracurricular activities you consider significant. (You may exclude information indicative of age, sex, race, religion, color, national origin, and handicap.)

GENERAL INFORMATION

Please check if you are:

☐ 18 or under (indicate age ____) ☐ 70 or over

U.S. CITIZEN ☐ Yes ☐ No If No, indicate Type of Visa and Alien Registration No. _____

U.S. VETERAN ☐ Yes ☐ No If Yes, indicate Date of Separation _____

SECURITY DATA SHEET

Have you been convicted of a crime within the last five years? ☐ Yes ☐ No

If Yes, please briefly describe the circumstances of your conviction indicating the date, nature, and place of the offense and disposition of the case. Your answer is looked upon as only one of the factors considered in the employment decision and is evaluated in terms of the nature, severity, and date of the offense. _____

DO NOT include arrests without convictions, convictions adjudged "youthful offender", or convictions for drunkenness, simple assault, speeding, minor traffic violations or disturbance of the peace. _____

_____ _____

Signature of Applicant Date

PLEASE READ THE FOLLOWING STATEMENTS CAREFULLY; THEY CONSTITUTE THE CONDITIONS UNDER WHICH YOU MIGHT BE EMPLOYED.

1. The information that I have provided on this application is accurate to the best of my knowledge and subject to validation.
2. I authorize the persons, schools, current employer (if approved by me in the Employment Experience section) and other organizations or employers named in this application to provide any relevant information that may be required to arrive at an employment decision.
3. I understand and agree that:
   (a) Any material misrepresentation or deliberate omission of a fact in my application may be justification for refusal of, or if employed, termination from employment.
   (b) A medical examination and signed release statements, as stipulated by the company are required. (Results will be held in confidence by the Medical Department except where release of such information is required by law. Also, when certain medical restrictions relate to an individual's ability to perform a job or series of jobs, those restrictions will be communicated to Personnel or Management.)

During the In-Class Activities your instructor will review some of the answers to the Thirty Questions Which Interviewers Frequently Ask. Then you will have the opportunity to observe a classroom interview, and evaluate the effectiveness of the interviewee's responses. Preview the material for the In-Class Activities but do not work on them at this time.

Now return to page 154 and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITIES FOR SESSION 9

A. Question & Answer Practice Sheet

Your instructor will call upon students to share their answers to some of the Thirty Questions Which Interviewers Frequently Ask. Turn back to pages .

B. Observing an Employment Interview

A student and the instructor will role play an employment interview. The student will select a position from the IOC and present his/her resume. Your instructor will interview the student for the position.

All class members should carefully observe every aspect of the interview. Pay close attention to non-verbal communication as

well as the question-and-answer process. Use the Interview Evaluation on the following page to record your observations. After the interview, discussion and constructive feedback will be encouraged.

Overall Impression (check one)

___ I would hire him/her based on this interview

____ I would have to think about him/her some more

____ I would not hire him/her for this position

Interviewee's strong points:_____

_____

_____

_____

Suggestions for improving interviewee's performance:_____

_____

_____

_____

_____

INTERVIEW EVALUATION

Things To Look For	Effective	Needs Work	Suggestions
Use of Non-Verbal Communication Handshake [entrance and exit]			
Dress & appearance			
Eye contact			
Tone of voice			
Facial expressions and body posture			
Evidence of Preparation for Interview Showed knowledge of position			
Showed knowledge of organization			
Showed knowledge of self [skills, objectives, etc.] in relation to position			
Anticipated interviewer's questions [with comfortable responses]			
Asked questions of his/her own			
Oral Communication Skills Responses were: Stated positively			
Thoughtful			
Detailed/specific/factual			
Spoken in correct English			
Communicating his/her value [worth]			

ASSIGNMENT DUE SESSION 10

1. Complete your Simulated Interview. After you have finished, think about your experience and the feedback from the interviewer. Then, write your answers to the questions below:

   a. What did you learn about employment interviewing or about yourself as a result of this experience?

   _____

   _____

   _____

   b. What if anything, would you say or do differently on your next interview?

   _____

   _____

   _____

   Be prepared to discuss your answers in the next session of Coop Prep.

2. Read Session 10, pages 170-177, and answer the Guide Statements for Session 10, page 169, based on your reading.

GUIDE STATEMENTS FOR SESSION 10: LOOKING AHEAD

The Guide Statements below will help you focus on the reading which follows. Preview the Guide Statements now. When you complete the reading answer them carefully. Write complete sentences, in your own words, wherever possible. Use standard English and proofread your answers.

1. Explain the purpose of meeting individually with your coordinator after Coop Prep.

   _____

   _____

   _____

2. Briefly describe the key features of the placement process.

   _____

   _____

   _____

   _____

3. Do you agree or disagree with the following statement: "Problem situations are very unlikely in Coop. If they occur, a good coordinator can solve them for the student." Explain your answer.

   _____

   _____

   _____

   _____

SESSION 10: LOOKING AHEAD

Coop Prep is about to end. A great deal of work has been expected of you, and our time has been short. If we've been successful, you realize that cooperative education represents a new way of looking at work. Because we emphasize educational value, any work setting can be turned into an opportunity for learning as long as you are able to observe, ask questions, and think about the meaning of what is going on around you. Hopefully, you now feel prepared to move on to your first internship.

Completing the Coop Prep Course

As you know, all required assignments must be submitted for successful completion of Coop Prep. To review, the required assignments for this course have been:

1. The Guide Statements for Session 1: Understanding Cooperative Education pages 17-19.

2. Three Life Accomplishment Narratives pages 39-41 and the list of your Strongest Skills page 57.

3. A typewritten copy of your resume which meets the standards of your Coop Prep instructor.

4. An Internship Preference Form page 135 with your Learning Objectives for the first internship page 128 attached.

5. Any additional assignments required by your Coop Prep instructor.

If you have not handed in all of the above assignments, it is your responsibility to do so, at this time.

What Happens Next?

When you are certified, the instructor who taught your class will officially become your Coop Advisor. You should make an appointment to meet with your Coop Advisor within a week to ten days after the last session of Coop Prep. That is the time to continue your preparation and planning for the first internship. If you delay this meeting, you may reduce or eliminate your chances for pursuing an appropriate internship position.

Your Coop Advisor wants to become better acquainted with you as an individual. In your meeting, he/she will give you feedback on your performance in Coop Prep, e.g., the results of your Simulated Interview. Your transcript will be reviewed for courses taken, credits earned, and grade point average. A "time frame" will establish which quarters to plan for your internships.

If the plan calls for an internship next quarter, the placement process begins. Your work background and personal objectives will be discussed as they relate to your internship selections. Your Coordinator will want you to clarify your objectives and write them as part of a "learning contract" for your internship. This is especially true for students using their own position as the

basis for an internship. Permission to register for Coop will be granted. Then, a referral will be made for a position which is both available and appropriate. This could involve an appointment with another coordinator or a direct interview with the employer. If all goes well, you will be offered the position. Before the end of the quarter, you will also discuss the objectives of the Internship Seminar and how you will be graded for your internship with your advisor. The placement process is described in more detail in the Guide to Cooperative Education at LaGuardia pages .

It Sounds Too Easy. What Are Some of the Problems That Can Arise?

We have presented the placement process in ideal terms -- how it works when all goes smoothly. But from our experience, we know that some common problems are possible along the way. For example:

1. The position(s) you've selected may be unavailable because:
   a. another student has been referred or has filled it.
   b. the organization no longer participates in the Coop program.
   c. the employer wants someone with a background or skills you do not possess.

2. The duties and requirements for a position may have changed since it was written up for the IOC.

3. An employer may "take his time" in letting the school know if a position will be available, or if a student will be hired.

4. More students may be "going out" than the supply of existing internships in a particular area.

5. You might not be offered a position for which you have interviewed.

These examples are "realities" of the LaGuardia Coop program and the world of work. In your case, any of the particular situations may or may not occur. If they don't -- fine. If they do, you will have to draw upon your problem-solving skills and reconsider the situation. Of course, your coordinator can offer advice and assistance in many instances. But much of the responsibility for decision-making and problem-solving situations rests with you.

This is equally true once you have started an internship. In fact, many employers consider the ability to "handle the rough spots" a good indication of a person's career growth and maturity.

The In-Class Activity which follows presents three problem-solving situations which could occur while on an internship. In each case, any number of responses is possible for the student involved. Your instructor will lead a discussion of these

situations, focusing on effective ways of dealing with them. Preview the materials for the In-Class Activity but do not work on them at this time.

Now return to page 170 and answer the Guide Statements based on your reading.

IN-CLASS ACTIVITY FOR SESSION 10

In each of the situations below, a student faces a problem (or a difficult decision) while on an internship. Read each description carefully. Be prepared to analyze the situation and recommend an effective course of action for each student. Your instructor will guide the class discussion.

1. Nancy -- Not Happy at All

Nancy is a business major working as a personnel assistant for a busy non-profit organization. She accepted the internship hoping to gain exposure to all aspects of a personnel department. During the interview, her supervisor stated that she would "try to do everything possible" to give Nancy interesting assignments. But the basic position -- typing, filing and answering the phones -- "must come first." After five weeks, Nancy feels very frustrated. Most of her time is spent typing, on an old machine at that. Her supervisor has not said a word about any new or interesting work. Nancy finds her interest dropping and her disappointment steadily rising.

What should she do?

2. Arthur - A Better Offer Comes Along

Arthur is an accounting major. He is now in the fourth week of his first internship as a bank teller for a small savings bank. While not directly in an accounting department, he can observe how some basic accounting concepts apply to his work. Thus far, he finds his duties interesting, even if a bit routine.

One night he gets a call from his cousin, Roland. Roland tells Arthur about an immediate opening in the Accounting Department where he works. The position pays a higher salary and involves working directly with staff accountants. Roland has spoken to the accounting supervisor who is eager to meet Arthur -- tomorrow, if possible.

What should Arthur do?

3. Maria -- Handling a Family Crisis

Maria is a Bilingual Education Assistant working with a third grade class in the Bronx. Under the guidance of a professional teacher, she provides individual and small group instruction to her students. She truly enjoys her internship and cares deeply for the children she is assisting. This is her last quarter at LaGuardia. She's been offered a paraprofessional position on the school's staff upon graduation.

Unexpectedly, a family crisis develops. Maria's grandmother in Puerto Rico has a heart attack. Doctors advise that she be under close family care for the next few weeks. Maria's parents, who are both working, decide that Maria should immediately go to Puerto Rico to look after her grandmother. She loves her grandmother, but the timing couldn't be worse.

What can Maria do?

A Final Thought

Some students might look back on Coop Prep and wonder if it was all worth it. "For no credits, why go to all this trouble?" they ask. "Having a good internship is just a matter of luck. I'll take my chances once I'm out there."

Our response to these students is simple. It was stated best by the famous French scientist, Louis Pasteur: "Chance favors the prepared mind."

FINAL ASSIGNMENT

You must make an appointment to meet with your instructor within a week to ten days after the last session of Coop Prep.

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